DOCUMENT RESUME

ED 180 711 RC 011 742

AUTHOR	Forbes, Norma
TITLE	An Assessment of the Educational Needs of the Haines Borough School District.
INSTITUTION	Alaska Univ., Fairbanks. Center for Northern Educational Research.
SPONS AGENCY	Haines Borough Public Schools, Fairbanks, Alaska.
PUB DATE	Jun 75
NOTE	120p.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Alaska Natives; Career Education; Counseling Services; *Educational Improvement; Educational Legislation; *Educational Needs; *Educational Problems; Elementary Secondary Education; Federal Aid; Humanistic Education; *Multicultural Education; Needs Assessment; Parent Attitudes; *Program Evaluation; Reading Programs; School Community Cooperation; Student Attitudes; Student Needs; Teacher Attitudes; Teacher Improvement
IDENTIFIERS	Haines Borough School District AK; Tlingit (Tribe)

ABSTRACT

Information obtained from parents, students, school personnel, and community members was the basis for determining the special educational needs of Indian students in the context of the Haines School District as a whole. Assessment methods included standardized tests, observations, interviews, and an educational priorities questionnaire administered to all teachers and a sample of parents. Career education and reading were highest priority for all parents and teachers combined; Tlingit culture and local history programs were supported by Alaska Native groups and, to a lesser degree, by non-Native groups. Standardized measures revealed a high percentage of problems with self-concept and attitude toward school for both Native and non-Native students. Significant differences between Native and non-Native students occurred in reading achievement and, for boys only, in locus-of-power measures. A master plan for educational improvement, based on study findings, gave highest priority to reading improvement programs and Tlingit language and culture courses; other needs were career education, counseling and affective education, increased cooperation between school and community, preschool education programs, and staff improvement activities. The report includes a summary of new federal education laws, especially integrated programs which involve federal funds for Indian education. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NOV 1979
ERIC/CRESS
RECEIVED

AN ASSESSMENT OF THE EDUCATIONAL NEEDS OF THE HAINES BOROUGH SCHOOL DISTRICT

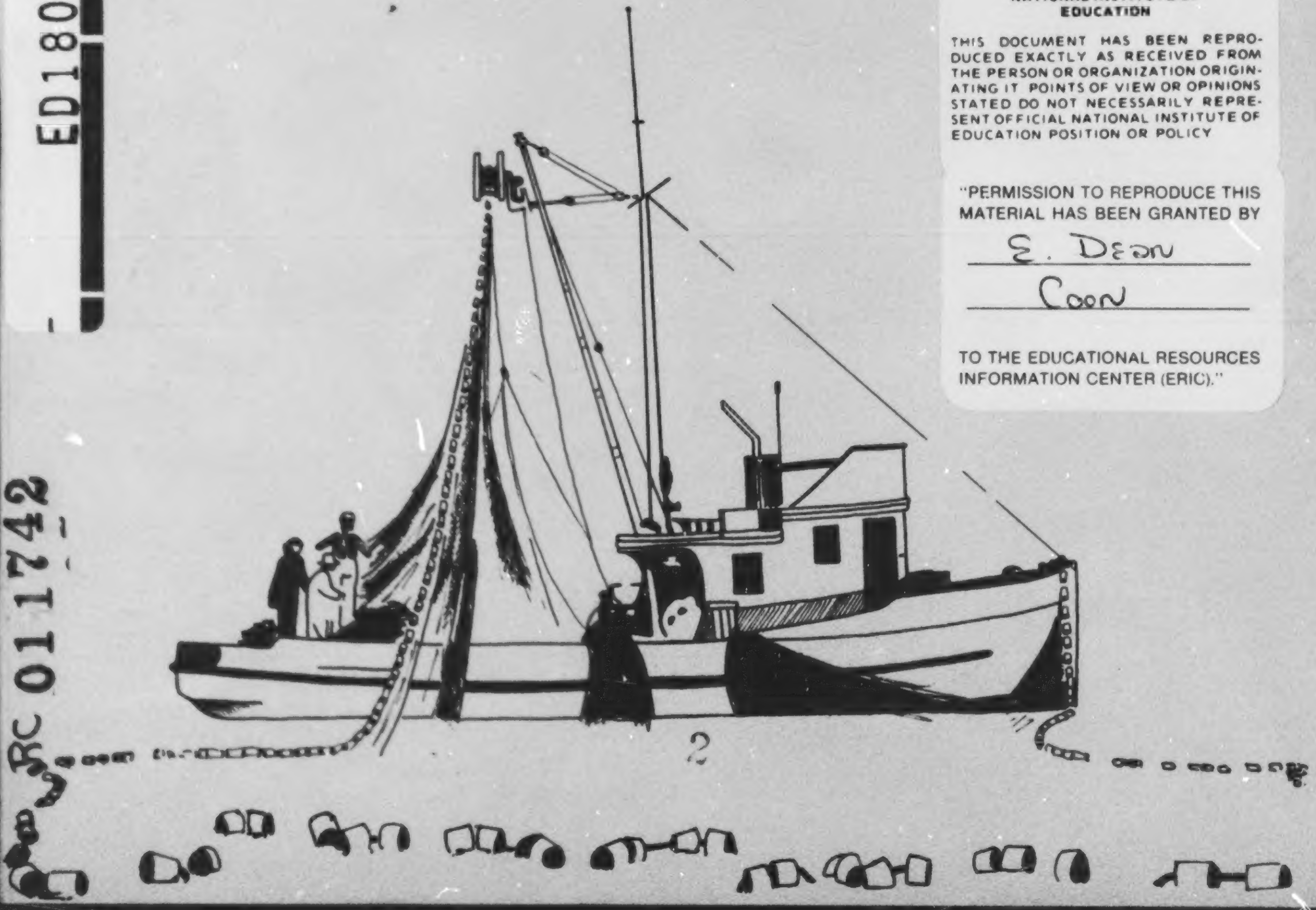
Prepared by
Norma Forbes
Haines Indian Education Project

Center for
Northern Educational Research
University of Alaska – Fairbanks
June 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Dean
Coon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



ED180711

RC 011742

An Assessment of the
Educational Needs of the Haines Borough Schcol District

Prepared by

Norma Forbes

Haines Indian Education Project

Center for Northern Educational Research
University of Alaska
Fairbanks, Alaska

June, 1975

TABLE OF CONTENT

	Page
Abstract	iii
Acknowledgement	v
Introduction	1
Needs Assessment	2
Procedures	2
Results	9
Discussion	37
Recommendations	41
Reading	42
Career Education	43
Vocational Education	45
Teacher Quality	46
The Community and the School	47
Early Childhood	49
Counseling and Affective Education	52
Special Needs of Indian Students	54
Other Recommendations	57
Master Plan Chart	60
Evaluation	66
Community Resources	70
Federal Funds	72
Footnotes	88
Appendices	90

The work reported herein was supported by funds made available to the Haines Borough Public Schools under provision of Title IV, Part A, of Public Law 92-318 (The Indian Education Act)

ABSTRACT

The purpose of this study was to determine the special educational needs of Indian students in the context of the Haines school district as a whole. Assessment methods included standardized tests, observation, questionnaires and interviews with teachers, school administrators, school board members, students, parents, and other members of the community. An educational priorities questionnaire was administered to all teachers and a sample of parents.

The Indian Parent Committee designated Tlingit culture, arts and language programs as first priority needs. Questionnaire results also showed a felt need for Tlingit and local history programs. Alaskan Native (primarily Tlingit) parents and teachers expressed strongest support but the majority of non-Tlingit parents also saw such programs as needed. Career education and reading were highest priority for all parents and teachers combined. Second rank priority was given music and art, individual and team sports, affective education, home economics and shop, swimming, parental and classroom discipline, yearly health checkups, community use of schools, small classes and individualized learning, tests and academic standards, more tax money for education, physical facilities and materials, counselors and speech specialists and hiring good teachers. The majority of questionnaire respondents were interested in school sponsored classes in early education, consumer education, family relations and educational methods. The majority of parents and teachers felt Haines schools are as good as schools elsewhere, however, only half of non-Native parents felt Haines' teachers were as good as one could expect them to be. The majority of teachers and Native parents thought teachers were good.

Interviewed parents, as is the case nationwide, saw discipline as the schools' greatest problem. The small size of Haines' schools was seen as their greatest asset. A greater percentage of interviewed Native than non-Native parents expect their children to attend college.

Teachers felt the need for increased in-service time for curriculum development and modification, orientation for new teachers and programs to encourage professional growth and combat isolation. Teachers saw a real need for increased counseling and psychological services.

Standardized measures of classroom climate in the elementary and middle school revealed a high percentage of problems with self-concept and attitude toward school. The secondary revision of the same

standardized measure is reported as a locally referenced measure, however, between 10 and 20% of all secondary students reported major problems in each of the areas assessed. There were no measurable differences between problems reported by Native and non-Native students.

Vocational measures showed no differences between interest patterns of Native and non-Native students but actual career expectations reported were different. A higher percentage of Native than non-Native students expected professional careers while a lower percentage expected to be skilled workers.

The High School Questionnaire administered included items on attitude toward school, locus-of-power and educationally-related parental actions. Haines students' attitude toward school is comparable to that of high school students elsewhere with no differences between Native and non-Native students. There were no significant differences between Native and non-Native parents in educationally-related child rearing practices as reported by students. There were significant differences between Native and non-Native boys on locus-of-power measures but not between Native and non-Native girls. Locus-of-power items measure the student's belief in his ability to influence his own future, in the chances of his own success. Locus-of-power measures are strongly related to actual success on the job as well as in school. There were significant differences between Native and non-Native students in reading scores on a standardized test both in elementary and secondary school.

Recommendations were made for immediate implementation of a Tlingit culture program and an intensive reading program. It was also recommended that the initial steps toward implementation of a kindergarten through 12th grade career education program be taken. More community involvement in the school was recommended. This included shifting the responsibility for drafting the program description portions of proposals for federal funds to joint working groups of parents and teachers concerned. Other recommendations involved joint community-school use of new state funds for mental health services, active support of local early education programs, improved opportunities for teachers' professional growth and improving community-school relations. The report includes sections on community resources, evaluation and a summary of new federal education laws with a reference to the new legislation on integrated programs which involve federal funds for Indian education.

ACKNOWLEDGEMENT

Without the contributions of time and information from the residents of Haines this report would not have been possible. I would like to thank Mr. Sherman Welch, who acted as the school district liaison person for CNER, the members of the Indian Parent Committee, the administrators and staff of the school district, the school board, the students and the many members of the Haines community whose cooperation and friendliness made the assembling of data such a pleasant experience. I would particularly like to thank those who undertook the difficult task of interviewing their friends and fellow residents of Haines. I hope you will find the product of our joint labors both interesting and informative.

Norma Forbes
Center for Northern Educational
Research

INTRODUCTION

In August of 1974 the Haines Borough School District entered into a contract with the Center for Northern Educational Research to conduct a needs assessment and to develop a master plan for use of federal funds to expand district capabilities to meet local needs. The study was supported by funds from Part A of the Indian Education Act. In view of the size and the integrated nature of the Haines community it was decided jointly by the Indian Parent Committee and the Haines School District that an assessment of the educational needs of the Native students could be done most effectively in the context of the district as a whole. The contract between the Haines District and the Center for Northern Educational Research reads as follows:

> "The objectives of the study are twofold: to assess the educational needs of the Native student in the Haines S. D. as perceived by Native parents and students in the context of the needs and expectations of the community as a whole, and to develop a Master Plan for on-going programs development, needs assessment and evaluation of program implementation which will be consistent with the spirit of local control and self determination".

The following report presents the results of the needs assessment, recommendations for future program expansion and a long range plan for use of federal funds.

NEEDS ASSESSMENT

The question of who should determine a school's needs has many possible answers. Traditionally the principal has most often made the determination with little input from other sources. While this independent approach is effective for producing decisions it is often less effective in implementation of the decisions made. Knowing that people who have had some voice in making decisions are more motivated to implement them, experienced principals frequently went beyond the independent approach and involved the professional staff in decision making. Recently, political and financial considerations in many school districts have brought the community and the students as well into the decision making process. Although this last approach is less efficient and orderly it has proved most effective in providing support for program implementations.

The methods for assessing needs are also varied. Surveys, interviews, standardized tests and observation are all used and each has its particular strengths, and weaknesses, in the assessment process. When time and resources allow, as they did in this case, a multi-method approach is preferable to insure accuracy and objectivity. The methods used in the Haines needs assessment included all of the above. The specific instruments and the methods of data analysis for each are described below.

Procedures

A questionnaire was mailed out to every other family on an alphabetical list of parents of school children who were not identified by the school district as Alaskan Native. The same questionnaire, with an additional enclosure regarding specific programs, was mailed to each family whose children had been identified as Alaskan Native. Each teacher and administrator in the district also filled out a copy of the questionnaire. The format of the questionnaire, a copy of which is included in Appendix A, did not present a "for or against" choice but requested the respondent to rank, or prioritize, the items on a scale of 1 (no importance) through 7 (greater importance).

Many of the items included were adaptations of items which have had extensive use for assessment in other settings. Some were specifically constructed for Haines. The mean, standard deviation, range, and analysis of variance[1] between sub-groups for each item were computed. Factor analyses[1] were made of all items in the questionnaire by sub-groups as well as for the total group of respondents.

A sample of parents, all teachers, members of the Indian Parent Committee and all but one member of the school board were individually interviewed. The sample of (non-teacher) parents to be interviewed was determined by selecting every third name on the parents' list until the correct ratio of those returning questionnaires to those not returning questionnaires was achieved. In all, sixty parents were interviewed. Other members of the Haines community, such as the magistrate and the corrections officer, were interviewed for their particular view of the community and its young people. Residents of Haines were selected and trained by the CNER representative to do the interviewing of parents. The balance of the interviewing was done by the CNER representative.

Interviews, questionnaires and standardized tests were used in the assessment of students. Reading scores, which are good predictors of academic achievement, were available from the school district as were results from the National Merit Exams. The Barclay Classroom Climate Inventory (BCCI) was administered at the elementary level. In addition to the data available from the standard commercial scoring service of the BCCI, analyses were made on test results by ethnic group to determine if special needs existed for Indian children in the areas tested.

In the high school a questionnaire involving attitudes toward school was administered. Items on the questionnaire have been used with thousands of high school students in the United States and provide an interesting basis for comparison between Haines and other schools. The Barclay Learning Needs Inventory (BLNI), a secondary version of the test administered in the elementary grades, and a questionnaire regarding participation in activities were also administered. Finally, forty five high school students were interviewed by the CNER representative.

Slightly over half of the questionnaires mailed out to parents were completed and returned. This is the expected proportion of return on mail-out questionnaires without follow-up phone or in person. In order to check on whether those who returned questionnaires were typical of the parent population in general several interview questions analagous to questionnaire items were asked. The similiarity in response to those items by parents who were interviewed and by parents who returned questionnaires indicates that questionnaire respondents were representative of the parent population as a whole.

Results of the questionnaire, by item, are reported in Table 1 on page 5. Only those items which were rated of "Great" to "Very Great" importance (average rating above 5) by the whole group of respondents or by one of its sub-groups (non-Native parents, Native parents or teachers) are reported in Table 1. The parent group specified in Table 1 does not include teachers who are also parents and therefore is not, strictly speaking, truly representative of parents in Haines. An analysis of the results which included teacher/parents in the parent group did not result in changes in the relative ratings of items and therefore is not reported. Items reported as receiving different ratings from different sub-groups are those where such differences were significant at the 5% level. The word "significant" is used here in the statistical sense, i.e., a difference which is significant is one which would not occur by chance more than 5 times in 100. The average, or mean, score of each item is indicated in parentheses following the item in the copy of the questionnaire reproduced in Appendix A. The reader should be cautious about interpreting any numerical score since questionnaires and ranking scores have a certain degree of built-in variability. The general ranking as reported in Table 1 is more meaningful than individual item scores.

The reader should also be cautious about interpreting small differences in ranking by sub-groups, such as those for items 15, 46, 56, and 62, as indicating major differences in attitude. As noted above, such numerical differences can be expected to occur by chance alone, even when no attitudinal difference exists, about 5 times in 100 or roughly 3 times in a list of 75 items.

The computer generated histograms shown in Figure 1, page 10, provide more complete information on community attitudes than numerical scores alone. The histograms represent the relative frequency of each category of response within each group, not absolute numbers. As can be seen, the range of response is much the same for each sub-group and the proportion of respondents rating each item of Fair or greater

TABLE 1

Educational Priorities Expressed in Questionnaire Responses

Items rated by parents and teachers as having Very Great importance:

---

25. That students learn about different trades, professions, and businesses to help them decide on their careers?

9. To have reading specialists?

40. To have special programs in middle school and high school for students who can't read well?

Items rated by parents and teachers as having Great importance. (Not in rank order within GREAT category)

A. Educational specialists;

   33. To have full time guidance counselors?

   57. For parents to be told by educational specialists the ways they can help their children to learn?

   72. To have speech specialists?

B. Career Education;

   48. For students to take trips to places where community people work?

   59. For representative professionals, businessmen, and skilled workers to visit schools and talk to students about their jobs?

C. Equipment and materials;

   3. To have a large school library?

   73. For the school to have a well equipped science laboratory?

   11. To have films and television in addition to textbooks for teaching?

   35. To have modern classroom equipment?

   17. That repairs and maintenance of the schools are good?

D. Operation and administration;

2. To have more tax money for education?

26. That school administrators seek the best possible teachers by advertising widely and going 'outside' to interview candidates?

18. For the principal to have the power to freely suspend any troublesome student?

65. For teachers to have strict discipline in their classes?

1. To have small classes?

38. For students who are not behaving to be removed from the classroom?

42. That children meet academic standards in order to be promoted?

24. To have tests?

58. To have individualized learning programs so students can learn at their own rate?

E. Program related;

67. For students to learn about the history (before and after the white men came) of the Haines area?

28. To have drug education programs in school?

29. To have music and art classes?

30. To have classes to help children get along better with others and to reduce racial prejudice?

61. To have programs in school to improve student's social and emotional adjustment and raise self-esteem?

14. For students to take part in sports activities?

32. To have individual sports, which involve more students as actual participants, as well as team sports?

36. To have physical education classes?

37. To have a school swimming pool and swimming instructions?

54. To have classes in cooking and sewing?

45. That students be taught to use tools?

F. Miscellaneous;

4. That teachers receive training in how to work successfully with children of cultural backgrounds different from their own?

19. For students to finish high school in order to get a good job?

55. To do research to find out what problems children have in learning?

75. For the school to have social events such as dances?

13. That parents be strict in their discipline of their children?

6. For the school buildings to be available for community use after school and on weekends?

10. For students to have yearly health checkups at school?

Items rated as having Great importance by teachers and Native parents and as having Fair importance by non-Native parents?

---

56. For teachers to receive higher salaries? (as of February, 1975)

62. To have a Tlingit language and heritage course offered as an elective in high school?

15. For the history and culture of Native Alaskans to be taught in school?

Items rated as having Great importance by Native parents and as having Fair importance by teachers and non-Native parents:

---

44. To have Head Start Programs?

46. To have school psychologists?

47. That parents help children with homework?

53. For teachers to be selected by examination?

66. To have Native Alaskan teachers in the school?

74. To have Tlingit arts and crafts (dance, weaving, legends, carving, etc) included in the elementary school curriculum?

Item rated as having Great importance by parents and Fair by teachers:

---

68. That the teacher correct the child's mistakes whenever they occur?

Percentage of each group answering yes to Yes-No questions:

	Native Parents	Non-Native Parents	Teachers
1. Haine's schools are as good, or better than schools in other places?	88%	74%	85%
2. The teachers in this school system are, as a group, as good as one could expect them to be?	81%	49%	82%
The school should offer, or sponsor, classes for parents on:			
3. How to deal with problem teen-agers?	80%	72%	86%
4. Household management and consumer education?	73%	57%	90%
5. Early childhood education, how to help children develop in the best way physically, emotionally and intellectually from infancy on?	88%	70%	90%
6. How the schools are run?	83%	72%	86%
7. The new ways their children are being taught?	94%	86%	91%

importance is larger than might be assumed by looking at the numerical score alone.

In interpreting the results of the questionnaire, school district administrators should also be aware that interpretation of agreement or disagreement, among sub-groups is complicated by differences in the meaning of individual items for different groups. Factor analyses of questionnaire responses showed three distinct patterns of factors involved in responses to items. These patterns show differences in factors measured which are associated with 'being a teacher' rather than with educational level, e.g. the factor pattern for non-teacher parents who are college graduates differs from that of teachers with equivalent education.

Summary of Results

Parent perceptions of the school and its needs. As can be seen in Table 1, career education and reading instruction are considered top priority by parents and teachers alike. The importance of these areas to the community is supported by the results of the parent interviews. Almost half of the parents interviewed felt that mastery of basic skills (reading and mathematics) is the main goal of education. Preparation for the world of work was next in frequency of nomination as a goal.

Needs for career education and for special reading programs were among the most frequent responses to the question, "are there programs or courses you would like to see added to the present school program." Vocational education, art, and more language offerings at the secondary level were other responses frequently mentioned. Alaskan Native parents were more likely to suggest the addition of a Tlingit culture and/or language program in interviews although it was also mentioned by some non-Native parents. As would be expected Native parents rate questionnaire items 15, 62, and 74, dealing with Tlingit culture programs, higher than do non-Native parents. However, as can be seen by looking at the distribution of responses represented by the histograms in Figure 1, the majority of non-Native parents also feel such programs are important. On the question of whether such programs should be offered in, or out, of the school 82% of Native parents, 82% of teachers and 55% of non-Native parents (excluding teacher-parents)

FIGURE 1

Distribution of Responses on those Questionnaire Items showing Numerical Score Differences between Sub-groups

HOW IMPORTANT IS IT . . . .

Item 15. For the history and culture of Native Alaskans to be taught in school?

	7.500)			
Greatest	7.000)	****	*****	*******
	6.500)			
Very Great	6.000)	*****	****	********
	5.500)			
Great	5.000)	**	**********	**********
	4.500)			
Fair	4.000)	*****	**********	******
	3.500)			
Little	3.000)	*	***	
	2.500)			
Very Little	2.000)		***	*
	1.500)			
None	1.000)	*	**	*
	0.500)			
		Native Parents	Non-Native Parents	Teachers
Mean		5.111	4.378	5.250

Item 46. To have school psychologists?

	7.500)			
Greatest	7.000)	****	*****	*****
	6.500)			
Very Great	6.000)	***	***	**
	5.500)			
Great	5.000)	***	**********	**********
	4.500)			
Fair	4.000)	*****	***********	***********
	3.500)			
Little	3.000)	*	*******	***
	2.500)			
Very Little	2.000)		*****	***
	1.500)			
None	1.000)		*****	***
	0.500)			
		Native Parents	Non-Native Parents	Teachers
Mean		5.250	3.955	4.342

Item 56. For teachers to receive higher salaries?

```
                          7.500 )
Greatest                  7.000 )   ***            ****                 *********
                          6.500 )
Very Great                6.000 )   **             *******              *******
                          5.500 )
Great                     5.000 )   *******        *********            ******
                          4.500 )
Fair                      4.000 )   ******         **********           *********
                          3.500 )
Little                    3.000 )                  *****                *
                          2.500 )
Very Little               2.000 )                  **
                          1.500 )
None                      1.000 )                  ****                 **
                          0.500 )
                                    Native Parents Non-Native Parents   Teachers
Mean                                5.111          4.386                5.324
```

Item 62. To have a Tlingit language and heritage course offered as an elective in high school?

```
                          7.500 )
Greatest                  7.000 )   ****           ***                  *********
                          6.500 )
Very Great                6.000 )   ****           *********            *******
                          5.500 )
Great                     5.000 )   ****           *****                *********
                          4.500 )
Fair                      4.000 )   ****           *********            ******
                          3.500 )
Little                    3.000 )   *              ****
                          2.500 )
Very Little               2.000 )                  *                    *
                          1.500 )
None                      1.000 )   *              ****                 **
                          0.500 )
                                    Native Parents Non-Native Parents   Teachers
Mean                                5.111          4.409                5.359
```

Note: Histograms represent the relative frequency of each category of response within each group. They do not represent actual numbers.

favored offering them in the school.

About 20% of parents interviewed had no program suggestions or felt no new programs were needed. A complete list of programs suggested is included in Appendix B.

Parents today expect schools to go beyond the three R's in preparing their children to become responsible citizens. Many of the teaching functions now assigned to schools were once the responsibility of the home. Some of the items representing the expanded role of the school which were rated of "Great" importance are; learning the use of tools, cooking and sewing, music, art, yearly health checkups, a sports program and drug education.

In addition parents nationwide expect the school to instill values. In the interviews the more general educational goals named included "becoming a responsible adult", "learning to cope", "learning to get along with others" and "developing a positive self-image". These can best be classified under the rubric "affective goals". The ratings given questionnaire items 30, "to have classes to help children get along better with others and to reduce racial prejudice" and 61, "to have programs in school to improve student's social and emotional adjustment and raise self-esteem" also support the importance of affective educational goals as judged by teachers and parents. In a 1973 national study of priorities for elementary education conducted by the UCLA Center for the Study of Evaluation, the affective goals of self esteem, citizenship and socialization were given highest priority nationwide by parents, teachers and administrators. Whether the school can or should instill values is open to question, however, it is clear that the public sees these activities as a responsibility of the school.

The small size of the Haines schools which makes individual attention possible was most frequently mentioned by interviewees as a positive aspect of the school. Good teachers (some or all) was next in frequency of mention in response to the question "in what ways are Haines school particularly good?" Not surprisingly, discipline was cited as the Haines' schools biggest problem with most parents specifying that their comments referred to the secondary rather than the elementary school. Haines parents are not alone in their opinion as discipline has been named as the No. 1 problem of the schools five of the last six years in a nationwide annual poll conducted by the Gallup Corporation. Lack of parental cooperation was the next most frequent response by Haines parents to the question, "what are the biggest problems with which the Haines schools must deal? Problems involving transient population and population increase were a close third. The majority of parents believe their children like school and feel that they do average or better work.

There were some differences in response to interview questions from Native and non-Native parents. For the purposes of this study all parents whose children are defined as Alaska Natives for federal funding purposes are lumped together. As residents of Haines are aware this includes individuals in a wide range of occupational, ethnic and educational categories who differ greatly in their interest and involvement in Tlingit activities. Some of the differences cited may be associated with the lower average occupational and educational levels within the Native parent group which have resulted from past discriminatory practices. For example, although the same proportion of Native as non-Native parents expect their children to finish high school, a greater proportion of their children have dropped out of school. A greater proportion of Native parents have themselves dropped school. However, a greater proportion of Native than non-Native parents expect their children to attend college.

Native parents have less interaction with the school as indicated by the smaller proportion who say they have visited the school outside of parent/teacher conference time or who have personal friends who are teachers, but they seem to have more positive attitudes toward the school and its teachers. A greater proportion of Native than non-Native parents report that their overall attitude toward Haines' schools has become more favorable in recent years. As seen from the questionnaire (Table 1) a larger percentage of Native parents feel that Haines schools are as good as schools in other places and that Haines teachers are as good as one could expect them to be. They also express more interest in school sponsored adult education classes on subjects dealing with education and family life. The difference in attitude toward teachers between groups may be related to their expectations regarding teacher behavior. In response to the question, "what do you think a good teacher is like?" Native parents more often emphasized the importance of a teacher genuinely liking children, being patient and being willing to take time with individual students. Non-Native parents put their emphasis on discipline, the ability to control the class and be respected.

Although liking children and being patient were often mentioned, these attributes were clearly second in importance to control for the majority of non-Native parents interviewed. This appears to hold true regardless of educational level since questionnaire item 65, "for teachers to have strict discipline in their classes", has no relation to (does not correlate significantly with) respondent's educational level. Equal proportions of Native and non-Native parents feel that the school is following what the majority of parents want for their children with the parent group as a whole split approximately fifty/fifty between those who feel the school is and those who feel it is not. Roughly half of the parent interviewees reported they had attended at least one PTA meeting however only about one-third of the non-Native parents, and none of the Native parents, reported actually joining the organization.

Accompanying their questionnaire, Native parents were given a list of eight programs which are currently in use in Southeast Alaska schools. They were asked to rank these programs from 'most desired' to 'least desired'. In order of preference the eighteen parents who returned the program list choose;

1) Tutoring services for those children who need special help.

2) Specialized guidance counselors who work with Native high school students in everything from selecting courses to dealing with a problem with the law.

3) A program of Tlingit arts and crafts (dance, weaving, legends, carving, foods, etc.) to be taught by local resource people and included in the elementary curriculum on a part time basis (an hour or two a week).

4) A travel program for high school students similar to program planned for Sitka; their program would provide travel to "National Indian meetings, colleges and training centers they (the students) might attend, or to Native villages of Alaska."

5) A program of visits to the school by Tlingits, and other Alaskan Native people, who are outstanding in the professions, arts, politics or business.

6) Tlingit home-school counselors who would act as liaison persons with the home in combating problems of tardiness, absenteeism and

low grades.

7) A travel program for students; Craig has a program where the elementary and secondary students visit and study other communities (outside Alaska) which have distinctly different cultural backgrounds.

8) An elective course at the high school level of Tlingit language and heritage.

The members of the Title IV Indian Parent Committee were asked what they felt were the priority needs of Indian students in Haines. One member suggested specialized materials for improvement of reading skills, however, the balance of the committee was clearly committed to the need for programs of Tlingit culture, arts, crafts and language to be presented in the schools.

Teacher Attitudes and Opinions

There were few items on the questionnaire where teachers differed significantly from parents as a group in their ratings. Teachers did consider it less important that they correct a child's mistakes whenever they occur than did parents. They also considered tests less important. Both of these responses probably are a reflection of teachers' knowledge of practical realities of the classroom rather than any basic differences in philosophy. Interestingly enough, teachers gave as high ratings to maintaining strict discipline in their classes as did parents. The majority of the teachers on the secondary level felt that too much time has to be spent on discipline which reduces the effectiveness of the school. Clearly "discipline" is a matter of concern for both teachers and parents.

Elementary and secondary teachers differed in their perceptions of specific needs , however there were several areas of strong agreement, particularly in regard to in-service time. The majority of all teachers felt there is a need for in-service time to be spent on curriculum development and modification. Teachers reported that they spend at least an hour, and many several hours, a day beyond their regular 8 to 4 schedule on classroom related tasks. If they are to keep pace with developments in their field and to grow as professionals they need additional time not currently available to them. The second most frequent suggestion for use of in-service time was to bring in outside people to acquaint local teachers with new approaches and trends in education. Local staff members with special expertise, as well as outside experts, were suggested for conducting methods oriented workshops such as a workshop on science for the elementary grades. Teachers who have been in the Alaskan system longer may recall that in 1970 an assessment of educational needs in Alaska was done by Northwest Regional Educational Laboratory. In their report to the Department of Education they state, "Alaskan educators are requesting more inservice training, more summer workshops, more time for planning, more community interaction . . . ". In the same report Stanford Research Institute recommends, 'expanded in-service and preservice training."

There were a number of suggestions made relating to the basic problem of professional isolation. The need for opportunities for local teachers to get out of Haines and observe what other teachers in their field are doing was expressed as often as the need for bringing outside people in.

A need was also expressed for time preceding the opening of school in the Fall for teachers to set up their classrooms and materials and for new teachers to receive orientation. The curriculum guides developed in past in-service at the elementary level could be particularly helpful in acquainting teachers new to the Haines district with local standards and organization.

The need for a media center specialist who would provide better control of, and access to, the library and materials was expressed by a number of staff members at both the elementary and secondary level. This need has already been recognized as necessary for accreditation.

Career education, a reading specialist, more University of Alaska courses in reading methods and Tlingit culture and history were most frequently mentioned needs. Interest was expressed in the return of nine week courses in the high school. They were seen as a means of expanding available electives and as a vehicle for bringing members of the community into the school to teach mini-courses in areas of interest. There was, however, some concern expressed about whether nine week courses would be effectively scheduled as current scheduling was not felt to be satisfactory.

Although most teachers felt there were sufficient materials and services for the slow learner, few felt there was sufficient support for working with the gifted student. In general teachers were happy with the facilities and equipment available although lack of storage space in the high school and the obvious lack of appropriate facilities for art and auto mechanics courses were pointed out.

As a group, teachers were not well acquainted with current national trends in affective education although both parents and teachers rated affective education related questionnaire items (#30, 61, and 28) as priority needs in the "Great" category.

A clear majority of teachers at all levels strongly expressed a need for expanded counseling and psychological services. Although some expressed dissatisfaction with traditional school psychologist services they did feel the need for such services as guidance counseling, home-school liaison counselors, and consultant services for teachers on how to handle deviant behavior in the classroom.

Student Attitudes and Opinions

Several different measures were used to assess student needs. On the elementary level the Barclay Classroom Climate Inventory (BCCI) was administered to grades three through seven. The BCCI is a standardized measure for assessing individual differences and characteristics of the classroom climate in the following areas; self competency skills, peer judgements, vocational awareness, behavioral reinforcers and teacher expectations. The norms of the BCCI are based on a sample of 5,000 students from various sections of the United States. The BCCI was chosen because it provides feedback to the school on individual and classroom scores as well as total group scores. In comparison with the BCCI standardization sample Haines elementary students have a high percentage of problems in the areas of self-concept and attitude toward school. Self-concept as measured by the BCCI deals with how competent the child views him or herself to be in a variety of skill areas. Attitude involves the child's sense of well being and general evaluation of the favorability of the classroom learning experience. While a child's attitude toward school is not as closely related to parental attitudes as is a child's self-concept there is a definite relationship. In view of the negative parental attitudes toward the school reported in the preceding section it is not surprising that children also express negative attitudes. As pointed out in the Barclay Manual poor attitude toward school is frequently associated with low self-concept. Both boys and girls show a high incidence of problems in these areas and there are no significant differences between Native and non-Native students.

The secondary equivalent of the BCCI, the Barclay Learning Needs Inventory (BLNI), was administered to grades eight through twelve. The BLNI deals primarily with self-concept and school related problems. It does not have a vocational component although the vocational portion of the BCCI can be used for secondary students as it was in this case. Limited norms are available, however, for most uses the BLNI is referenced to the group itself. A copy of the BLNI is included in Appendix A. The BLNI results from Haines high school did not differ significantly from the one other senior high school for which published norms are available. Dr. Barclay did state in a personal communication that the BLNI results from Haines indicate a greater incidence of problems related to 'energy' factors than they are finding from other high schools.

Table 2 shows the percentage of students in grades eight through twelve who feel they have problems in the areas listed. The balance of the students to whom the BLNI was administered either felt they had a minor problem or hardly ever had a problem in the area named. The areas listed are as follows: Self-competency (SELF) refers to confidence in self, self-reliance and self-concept; group-interaction (GROUP) refers to ability to get along with others in group situations; control (CNTRL) refers to ability to control emotions and behavior in social situations; verbal skills (VERBL) refers to ability to express ones self through communication; energy level (ENRGY) refers to ability to persist and continue on with tasks and assignments; cognitive-motivation (COGNT) refers to motivation towards tasks to be done and use of study skills; attitude (ATTUD) refers to feelings towards the class or institution along with sense of morale. As can be seen from the table there are differences between boys and girls in the areas where problems are felt to occur. Girls tend to have fewer problems in group interaction and self-control but more in cognitive and attitude areas. There were no significant differences between Native and non-Native students in any area. As shown in Table 2 at least a third of the students feel they have an occasional or major problem in each area.

TABLE 2
Percentage of students reporting
problems. By sex.

	SELF	GROUP	CNTRL	VERBL	ENRGY	COGNT	ATTUD
Major	11%	9%	8%	13%	8%	19%	16%
GIRLS							
Occasional	31%	27%	29%	27%	30%	23%	31%
Major	10%	18%	20%	12%	21%	10%	9%
BOYS							
Occasional	25%	30%	33%	26%	30%	22%	26%

Several measures of vocational interest were taken in the high school. As part of the interview procedure students were asked to choose the three activities they liked most and the three they liked least from a set of line drawings depicting a variety of vocational and avocational activities. Reproductions of the drawings used accompany the superintendent's copy of this report. The majority of boys, both college bound and others, chose hunting, basketball and working on automobiles as favorite activities. Being an office worker was most frequently chosen as least desirable. Responses explaining their choices usually emphasized being outdoors and a desire for variety and independence. Since the drawings, with one exception, depicted male activities it is not surprising that girls were less consistent in their patterns of response. Individual girls were able to relate to the drawings and specify desired activities but most girls found it difficult to choose an activity picturing males in action. Their accompanying comments made it clear that for most girls sex stereotyping is alive and well in Haines.

The Vocational Interest section of the BCCI was administered to secondary students as well as elementary students. A copy of the scale is included in Appendix A. Instructions ask students to indicate if interested or would like to know more about each kind of work rather than asking about student's planned choice of career. Results of the interest scale for secondary students are reported, by sex, in

Table 3. A copy of the computer print-out of vocational interests for individual students will be available in August, on request, if the Haines school district should desire that information.

The vocational interest scale is divided into eight vocational areas;

1) Realistic-outdoor (REAL). Outdoor, manual and physical skill occupations, e.g. repairing and servicing airplanes, working a power shovel to build a road or building, or being a fisherman on a gillnetter or seiner.

2) Intellectual-Scientific (SCI). Occupations relating to use of abstract knowledge and calling for considerable higher education, e.g. teaching at a college or university, working with rocks and fossils to discover oil and other minerals, or studying animals and plants.

3) Social (SOC). Occupations calling for interpersonal social skills and an orientation towards people, e.g. teaching three and four year olds in a nursery school, teaching high school, or doing nursing work in a hospital.

4) Conventional (CONV). Occupations which have regular hours and security, e.g. checking and sorting books in a library, enforcing the laws and protecting people through police work, or preparing paychecks and figuring how much people get paid.

5) Artistic (ART). Creative individualistic occupations, e.g. writing poetry or stories, playing music in a band or orchestra, or carving

6) Enterprising (ENT). Business and power-oriented positions in which social skills are also needed, e.g. buying goods for a department store to sell, planning and putting on television programs, or defending people on trial in court.

7) Control (CTRL). Risk taking occupations, e.g. salvaging treasure and other things from sunken ships, fighting fires in homes and buildings, or racing motorcycles or cars.

8) Status (STAT). Occupations involving assumed or actual power over others, e.g. being a judge in court, being principal of a school,

or being an officer in the armed forces.

TABLE 3
Vocational Interests Expressed
By Secondary Students

	REAL	SCI	SOC	CONV	ART	ENT	CTRL	STAT
BOYS N=77	46%	28%	18%	14%	18%	26%	62%	31%
GIRLS N=70	24%	31%	47%	32%	28%	33%	41%	39%

There were no significant differences in the proportion of Native vs. non-Native students choosing each interest area listed. Four of the items on the scale were substitutions of Haines oriented occupations for occupations which would be unfamiliar to Alaska. These four items were, 15) flying an airplane that carries people or freight, 42) carving totem poles or other things, 49) being a fisherman on a gillnetter or seiner and 66) working in a logging camp. Although there were no differences in the proportion of Native vs. non-Native students choosing flying, fishing or logging there were differences in the proportions choosing carving totem poles. Approximately 28% of non-Native boys and girls indicated interest in carving while 75% of Native boys and 64% of Native girls expressed interest.

A somewhat different question was asked on the attitude questionnaire administered in the high school. That question was "when you finish your education, what sort of job do you think you will have?" One in four of non-Native male students indicated they expected to be skilled workers such as electricians, carpenters or foremen in a factory. Professional jobs such as dentist, lawyer or accountant were named by 11% while another 18% said they didn't know what kind of job they might have. Clerical or service work was chosen by 14% and workman, which included fisherman or longshoreman, was chosen by 10%. The balance of non-Native male students' responses were distributed among the remaining categories (see copy of questionnaire in Appendix A).

Thirty seven percent of Native males indicated they expected to have professional jobs while 26% did not know what kind of jobs they might have. Fifteen percent expected to have clerical or service jobs and another 15% expected to be workmen such as fishermen or longshoremen. Native and non-Native girls had the same expectations for future jobs. About one third of them did not know what sort of jobs they might have, about one fourth planned on professional jobs and another fourth planned on clerical jobs.

Assuming that the actual employment of Haines high school graduates followed the pattern of national employment the following figures from U.S. Bureau of Labor Statistics for 1972 may give an idea of how realistic the above expectations of employment are.

White-collar workers - 48%
    includes professional and technical - 14.1%
    managers, officials and owners - 9.8%, clerical
    - 17.4%, and sales - 6.6%.

Blue-collar workers - 35%
    includes (skilled) craftsman and foremen - 13.2%
    operators - 16.5% and laborers - 5.1%

Service workers - 13.5%

Farm workers - 3.8%

The figures given in the high school accreditation report on occupational status in Haines are confusing. They appear to say that 30% of Haines adults are in degreed professions yet the estimate of college graduates in Haines given on the same page is 18%. They also include private business owners under skilled laborers, unlike other commonly used occupational category systems. Based on the 1974 figures for covered employment from the State Department of Community and Regional Affairs, the employment status reported by parent interviewees and that listed in school district records for parents of students, it is estimated that three fourths of employed adults in Haines are skilled or unskilled workers, one fifth are sales or clerical, and the balance are business, management and professional. This estimate would include fishermen and foremen under skilled workers.

In view of the disparity between student employment expectations and actual employment on a national or local basis it would seem adviseable to provide Haines students with more complete information on available occupational alternatives, particularly male Native students. This does not mean that students should be discouraged from having high aspirations however they do need to be aware of viable alternatives if they are not able to reach their original goals.

Some specific aspects of student attitude and motivation are dealt with in Tables 4 and 5 which present the results of the questionnaire completed by students in grades eight through twelve. The items on the questionnaire generally parallel items on a questionnaire administered to 10,600 senior high students in twelve schools in northwest Indiana.[2] The Indiana schools represented a wide range of size (from 500 to 1,675 pupils) financing, and socio-economic status in the surrounding community. The Indiana study reported scores on a school by school basis rather than for the twelve schools as a group and their results are included with Haines scores in Table 4.

The Indiana results shown are for the median, or middle, school of the twelve and for the lowest and the highest school, the range. The questionnaire results present a picture of what students judge is happening in their school. In many cases it reports educational outcomes that have not developed from planned instruction on the part of the school but result from unexamined behavior of teachers, administrators, parents and students. On the basis of studies of high schools such as Barker's, Big School, Small School (1962) one would expect Haines students to be less alienated from their school and its staff than students in larger schools in urban areas. If voluntary absence can be taken as a measure of alienation then student responses to item three suggest that student attitudes in Haines are much the same as those in Indiana. However, Haines students respond more favorably to questions involving student-teacher interactions (items 13, 14, 15, 16) and relevance of school to important problems (items 5, 6, 7) than did the Indiana students.

TABLE 4

Responses to High School Student Questionnaire Items with Comparison Data from Twelve Indiana High Schools

	Haines	Indiana median school	Indiana range, by school
1. In general, how well do you like your school?			
a. I like it very much.	13.2%		
b. I like it.	33.8%		
c. Neither like nor dislike.	35.1%		
d. Many days I would like to stay away.	13.2%	21% [a]	10-31%
e. If I could, I would quit school.	4.6%	8%	3-10%
2. If something happened and you had to stop school now, how would you feel?			
a. Very happy--I'd like to quit.	5.4%	5%	3-9%
b. I wouldn't care one way or another.	16.1%		
c. I would be disappointed.	20.1%		
d. I would try hard to continue.	43.0%		
e. I would do almost anything to stay in school.	15.4%		
3. During the past school year, did you every stay away from school just because you didn't want to come?			
a. No.	53.3%		
b. Yes, for 1 or 2 days.	30.0%	27%	19-33%
c. Yes, for 3 to 6 days.	9.3%	10%	6-14%
d. Yes, for 7 to 15 days.	4.0%	4%	1- 5%
e. Yes, for 16 days or over.	3.3%	5%	1-12%
4. During the last two or three years, it seems to me that:			
a. School is much more directly related to life outside of school.	39.6%		
b. School has little relationship to life outside of school.	36.2%	32%	26-42%
c. Much of what I hear in school is contradictory to what I see and hear outside of school.	24.2%	25%	18-33%

a. As reported in Kunkel et al.,[2] ERIC ED 074092

	Haines	Indiana median school	Indiana range, by school
5. If I were to list the five or six most important questions I have about my life, and then examined what I am learning in school, I would find that the school is providing me with help in examining possible answers to:			
a. Most of the important questions in my life.	12.1%		
b. About half of my important questions.	21.5%		
c. One or two of my important questions.	20.8%		
d. School experiences seem to miss my important questions.	12.8%	18%	9-27%
e. I am not able to judge.	32.9%		
6. If I were to list the five or six most important problems that this community faces and then looked at what I am learning in school, I would find that school is helping me to examine possible approaches to:			
a. Most of the important problems in this community.	10.0%		
b. About half of the community's important problems.	17.3%		
c. One or two of the community's important problems.	20.7%		
d. School experiences seem to miss the community's important problems.	20.7%	33%	20-49%
e. I am not able to judge.	31.3		
7. If I were to list the five or six most important problems that the United States faces and then looked at what I am learning in school, I would find that the school is helping me to examine possible approaches to:			
a. Most of the important problems of the United States.	10.8%		
b. About half of the United States' important problems.	18.2%		
c. One or two of the United States' important problems.	29.7%		
d. School experiences seem to miss the United States' important problems.	12.2%	21%	11-33%
e. I am not able to judge.	29.1%		

	Haines	Indiana median school	Indiana range, by school
8. If you were to judge the degree to which you are using your ability in school what rating would you give?			
a. Above my ability.	2.8%		
b. Equal to my ability.	49.7%		
c. Below my ability.	47.6%	44%	22-54%
9. How much time do you usually spend on school work outside of school each day?			
a. None at all.	18.8%	12%	5-22%
b. On the average, less than one-half hour.	34.2%		
c. About one hour.	28.9%		
d. Between one and two hours.	15.4%		
e. More than two hours.	2.7%		
10. Do you have your school work finished on time?			
a. Always	12.8%		
b. Usually	54.1%		
c. Sometimes	30.4%	14%	10-19%
d. Seldom	2.0%	4%	2- 6%
e. Never	.7%	1%	0- 5%
11. Concerning the value of the things I do as school work:			
a. I think almost all of the schoolwork I do is valuable.	17.6%		
b. I think about 3/4 of the schoolwork I do is valuable.	35.1%		
c. I think about 1/2 of the schoolwork I do is valuable.	34.5%		
d. I think about 1/4 of the schoolwork I do is valuable.	8.1%	13%	6-19%
e. I think almost none of the schoolwork I do is valuable.	4.7%	9%	5-13%
12. The thing which I do in school that I am most proud of is:			
a. Being neat and prompt in my work.	9.4%		
b. Helping the teacher in the classroom.	6.5%		
c. Getting good grades on my report card.	44.6%		
d. Being well liked by all the students.	28.1%		
e. Nothing that I do in school makes me proud.	11.5%	19%	9-28%

	Haines	Indiana median school	Indiana range, by school
13. In general, are you satisfied or dissatisfied with the way you are treated by teachers and other school officials?			
a. Very well satisfied	8.8%		
b. Satisfied	36.1%		
c. Half and half - neither	42.9%		
d. Dissatisfied	9.5%		
e. Very much dissatisfied	2.7%	22%	12-31%
14. How well do you think you get along with your teachers?			
a. I almost always please my teachers.	6.2%		
b. I usually succeed in pleasing them.	49.0%		
c. I sometimes have trouble pleasing teachers.	30.3%	17%	14-20%
d. I never seem to be able to please teachers.	4.8%	4%	1- 6%
e. I am not interested in pleasing teachers.	9.7%	19%	14-28%
15. In my classes the last two or three years, I find that:			
a. Teachers allow pupils to participate extensively in planning what to do.	12.3%		
b. Teachers occasionally ask pupils for their opinion when planning what to do.	51.4%		
c. Teachers do most of the planning and tell pupils what to do.	36.3%	44%	41-57%
16. How often do teachers compliment you concerning some phase of your school work?			
a. Almost every day.	6.8%		
b. About once a week.	40.5%		
c. About once a semester.	28.4%		
d. I don't remember that a teacher has complimented me for school work.	6.8%	15%	10-19%
e. Teachers give grades rather than compliments.	17.6%	28%	16-38%

	Haines	Indiana median school	Indiana range, by school
17. The last time the high school principal spoke to me was to:			
a. Compliment me for an achievement	7.3%		
b. Remind me of a school regulation	16.0%	17%	8-26%
c. To inquire about how I was getting along in school	5.3%		
d. None of these	54.7%		
e. The school principal has never spoken directly to me	16.7%		
18. As this school enforces regulations so that learning and instruction can occur, I think the enforcement is			
a. About right	59.6%		
b. Too weak	16.4%		
c. Much too weak	7.5%		
d. Too strict	14.4%	17%	11-35%
e. Much too strict	2.1%	10%	4-26%
31. How often do you and your parents talk about your school work?			
a. Just about every day	21.8%		
b. Once or twice a week	28.2%		
c. Once or twice a month	21.8%		
d. Never, or hardly ever	28.2%	20%	17-33%
32. Concerning the value my parents place on what I learn in school:			
a. My parents think almost all that I learn in school is valuable.	45.5%		
b. My parents think about 3/4 of what I learn in school is valuable.	18.6%		
c. My parents think 1/2 of what I learn in school is valuable.	12.4%		
d. My parents think 1/4 of what I learn in school is valuable.	4.8%		
e. My parents think almost none of what I learn in school is valuable.	0.0%		
f. I don't know what my parents think about the value of my school work.	18.6%	13%	9-17%
33. Check the statement which comes closest to stating the relationship with your parents and doing well in school.			
a. My parents are interested in how well I do in school, but I don't feel that they are putting pressure on me.	43.4%		
b. My parents are concerned about how well I do in school and sometimes feel pressure to do well.	40.7%		
c. My parents often pressure me to do well in school.	5.5%		

	Haines	Indiana median school	Indiana range, by school
33. d. My parents are constantly pressuring me to do well in school.	6.2%		
e. My parents don't seem to be much concerned about how I do in school.	4.1%	5%	3- 9%
34. Check the statement that comes closest to your parent's judgment about the amount of time you spend on school work.			
a. I don't know how my parents feel about the amount of time I spend on school work.	44.8%	25%	17-28%
b. My parents think that I spend about the right amount of time on school work.	25.6%		
c. My parents think I spend too much time on school work.	.7%		
d. My parents think I spend too little time on school work.	29.0%		

TABLE 5

High school questionnaire items without item by item comparison data

	Haines
19. People who accept their condition in life are happier than those who try to change things.	
a. Agree	32.9%
b. Not sure	38.9%
c. Disagree	28.2%
20. Good luck is more important than hard work for success.	
a. Agree	6.1%
b. Not sure	21.8%
c. Disagree	72.1%
21. Every time I try to get ahead, something or somebody stops me.	
a. Agree	20.9%
b. Not sure	37.2%
c. Disagree	41.9%
22. If a person is not successful in life, it is his own fault.	
a. Agree	23.5%
b. Not sure	45.6%
c. Disagree	30.9%
23. Even with a good education, I'll have a hard time getting the right kind of job.	
a. Agree	22.8%
b. Not sure	47.7%
c. Disagree	29.5%
24. I would make any sacrifice to get ahead in the world.	
a. Agree	9.4%
b. Not sure	43.0%
c. Disagree	47.7%
25. If I could change, I would be someone different from myself.	
a. Agree	16.1%
b. Not sure	32.9%
c. Disagree	51.0%

	Haines
26. I sometimes feel that I just can't learn.	
a. Agree	34.2%
b. Not sure	22.8%
c. Disagree	43.0%
27. I would do better in school work if teachers didn't go so fast.	
a. Agree	25.7%
b. Not sure	36.1%
c. Disagree	38.2%
28. People like me don't have much of a chance to be successful in life.	
a. Agree	5.5%
b. Not sure	24.7%
c. Disagree	69.9%
29. The tougher the job, the harder I work.	
a. Agree	51.4%
b. Not sure	41.0%
c. Disagree	7.6%
30. I am able to do many things well.	
a. Agree	53.4%
b. Not sure	34.9%
c. Disagree	11.6%
35. In general, how well do you do in school?	
a. I see myself as a successful student.	14.0%
b. I have the ability to learn most things.	74.1%
c. I am not very good at school work.	11.9%
36. In general, how do you feel about other students in this school?	
a. Most students in this school are friendly.	47.7%
b. I have some good friends here in school.	32.0%
c. Students here are not willing to help me.	2.6%
d. A lot of students here are stuck up.	17.6%
37. Check the statement (or statements) which come closest to describing your opinion of the teachers at this school.	
a. The lectures and class discussions by my teacher are clear and worthwhile.	25.3%
b. The teachers in this school encourage students to think for themselves.	40.0%
c. The teachers in this school are genuinely interested in the students.	25.3%
d. The teachers here are fair and not inclined to play favorites.	14.7%
e. The teachers here are fully qualified to teach their subject.	18.7%
f. The teachers here treat the students with respect.	21.0%

(Percentages on this item sum to more than 100% as respondents could check more than one item).

Perhaps the most disconcerting responses are those to items 8 and 9. Almost half of the students in grades eight through twelve feel they are working below their ability level and half spend less than a half hour a day, or no time, on homework. A grade by grade analysis of the response to item nine shows a strong trend for students to spend fewer, rather than more, hours on school work outside of school as they progress through the grades. There is also a trend for more students to feel they are working below their ability level in the higher grades. The percentage of students responding in each category by grade is presented in Table 6.

TABLE 6
Responses to Items 8 and 9, by Grade

ITEM	8th	9th	10th	11th	12th
8. If you were to judge the degree to which you are using your ability in school what rating would you give?					
a) Above my ability	7%	0	0	0	0
b) Equal to my ability	52%	50%	65%	46%	25%
c) Below my ability	40%	50%	34%	54%	75%
9. How much time do you usually spend on school work outside of school each day?					
a) None at all	0	24%	18%	12%	47%
b) On the average, less than one-half hour	45%	24%	29%	40%	35%
c) About one hour	35%	48%	22%	20%	11%
d) Between one and two hours	11%	3%	25%	28%	5%
e) More than two hours	7%	0	3%	0	0

Items 31 through 34 deal with students' perceptions of how their parents feel about their school performance. Comparison figures from the Indiana schools for these items are also presented in Table 4. One of these items "how often do you and your parents talk about your school work" was used in the 1965 U.S. Office of Education survey[4] of some 4,000 schools. Analyses of the data from that study indicate that the frequency with which parents talk with the student about schoolwork is an important component of the study habits factor associated with academic achievement. While family background factors overall play an independent role in student achievement nearly five times that of school factors, it is the educationally related activities which play a greater role than the families socio-economic status. More than one in every four Haines students report that their parents never, or hardly ever, talk to them about school work while almost half report they don't know how their parents feel about the amount of time they spend on school work.

Table 5 presents responses to items 19 through 30. These items measure an attitude referred to in research literature as "locus of power" or "internal-external control". Measures of this attitude have been widely used in studies on academic and occupational achievement, including the U.S. Office of Education's 1965 national survey.[4] High scores on an index made up of items 19 through 28, indicating feelings of control over the environment, have been found to be strongly associated with success on the job as well as in school. The difference is not as great as that reported by Mayeske[5] between Indians and whites in the national study, however, Alaska Native male students in Haines do express a lower level of belief in their capability of influencing their own future than non-Native male students do. There is no significant difference between Native and non-Native girls.

The lower scores of Native male high school students on the internal-external control index is of particular interest in view of the positive social climate of the Haines schools in the area of interracial relationships. The previously mentioned BCCI and BLNI, which were administered in the elementary and secondary schools respectively, have a sociometric component which was analysed in terms of inter-racial relationships. No evidence of peer group discrimination on the elementary or secondary level was found. This is consistent with the CNER representative's observations and with reports from the students. Several Native students who have attended other Alaskan schools commented in their interviews on the good relationships among students in general and between Indian and non-Indians in particular in the Haines schools. In addition there were no differences between Native and non-Native students in participation in activities or extra curricular leadership roles.

The CNER representative interviewed a sample of 45 high school students about their school, their interests, and their future plans. Slightly over half of the students interviewed planned to go to college, about a fifth planned on going to an art, business, or trade school, another fifth planned on going directly to work after graduation and the remaining did not know what they would do after graduation. The national average for high school graduates who go to college is 58% while the figure reported in the Haines accreditation report for the class of 1974 is 44%.

In response to the question "what about school has been most useful in regard to what you plan to do when you get out of school?" about half of the students answered mathematics with science and physical education tied for second most frequently mentioned. An unusual percentage of male students also reported they planned to be math teachers which seemed to be a response to the quality of math teachers at the high school in recent years.

Students were asked for suggestions for courses which might be added to the curriculum with the following suggestions being made in order of frequency; Tlingit language and culture, more foreign languages, auto mechanics and gymnastics. During the interviewing several students who had attended Haines schools for most of their lives commented that they couldn't know what they wanted because they had never been any place else. Students who had attended other, larger, schools had many more suggestions. The complete list of suggestions made for desired courses and extra curricular activities is presented in Appendix B.

Students were also asked for suggestions for changes which could be made to bring improvement in; student council, student rights, teaching, tests and finals, attendance, dress code, participation in athletics and discipline. These are areas which are often sources of dissension in high schools.

About one third of the students interviewed said they didn't know anything about their student council. The balance of the students interviewed expressed the desire for a more active student council and/or one which had more active support from the faculty. However, few students seemed to have a clear idea of the student council's powers or responsibilities.

The majority of the students felt there were no problems in the area of student rights. Most had no suggestions in regard to teaching although some felt there was a need for teachers with new ideas, who would involve themselves more, and would not teach the same cut and dried course repeatedly. The majority had no suggestions to make about tests and finals however there was considerable dissatisfaction expressed in the area of attendance. Some felt attendance regulations were not equitably enforced but the major area of dissension was in regard to tardiness. Students resented being sent for tardy slips when they were seconds late, particularly if they had come from physical education class. They also resented the practice by a few teachers of marking their grades down when they had been tardy, a practice which left the students with the impression that their physical presence was more important than what they learned.

Students felt no problem existed in regard to dress. The desire was expressed for continuation of wrestling and the expansion of girls' athletics. A few commented unfavorably on restriction of participation in sports because of grades or hair length. Discipline was not a problem for the majority of students but some felt there should be stricter enforcement of existing rules.

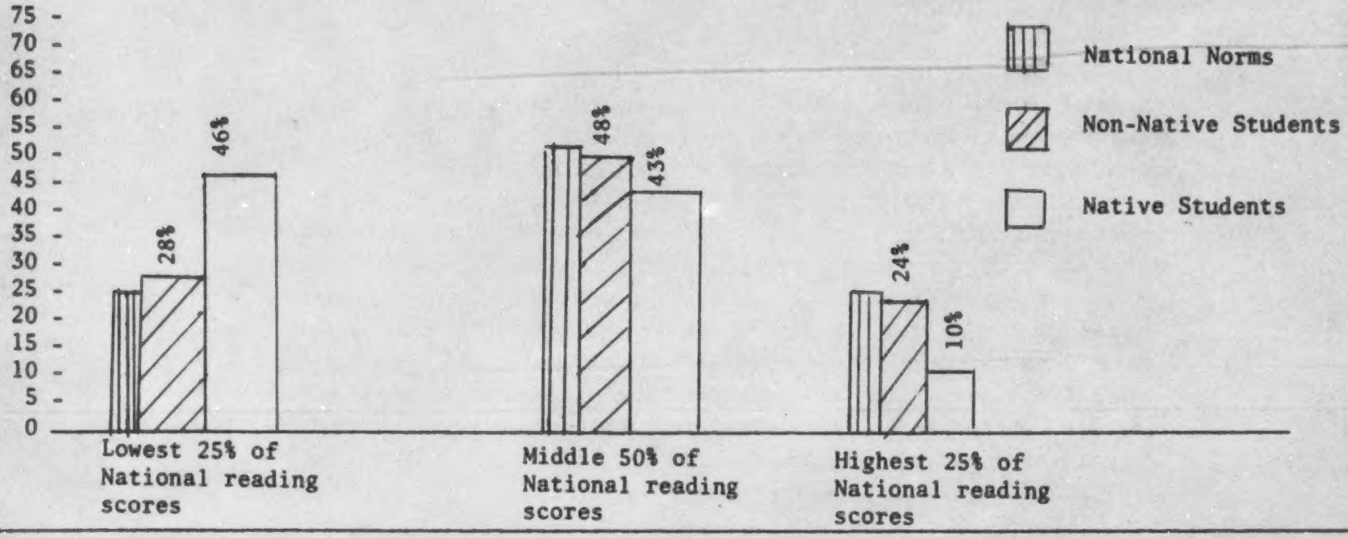
As part of the assessment of counseling needs students were asked, "would you go to a teacher with a serious personal problem?" Sixty three percent of those interviewed said they would not. Twenty nine percent said they would, however, most of those specified they would go to Mrs. Ward who will be lost to the school system as of the coming academic year. These responses are in general agreement with the results of Mr. Mathew's survey of who students consult when they have problems.

Student Academic Achievement

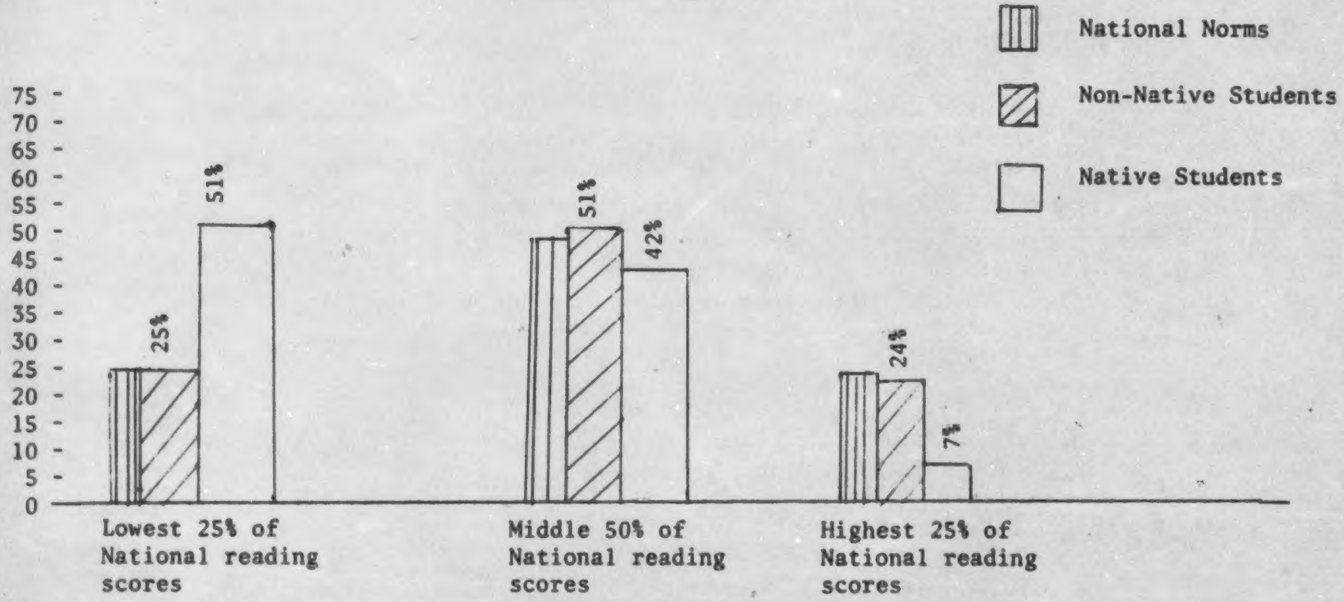
During the 1974-75 academic year Mr. Welch, district federal programs coordinator, administered the Gates-MacGinitie reading tests to students in grades two through eleven. On the Vocabulary portion of the test Haines students as a group averaged 48.7 (standard score), slightly under the national average (standard) score of 50.

FIGURE 2
Reading Scores by Ethnic Group
Haines, Alaska Grades 2 through 11

Vocabulary



Reading Comprehension



Correlations between reading scores and years in the Haines school system for students in the ninth, tenth and eleventh grades were calculated. There is no significant relationship between the number of years a student has spent in Haines' schools and his or her reading scores. This suggests that the influx of students from other schools has not affected the academic standards of the Haines district in either direction.

The distribution of reading scores was broken down into Native (as federally defined) and non-Native students in order to assess special educational needs of Native students. Figure 2 presents the results of the Vocabulary and Reading Comprehension scores by ethnic group in simplified form. On Reading Vocabulary 46.4% of Native students score in the lowest quarter of national reading scores, 43.5% are in the middle one half and only 10% are in the upper one quarter of the population.

The percentage of students in each category is roughly the same for Reading Comprehension scores. Clearly Native students in the Haines school district have special needs in the area of reading. The percentage of non-Native students in each category approaches the national norms. Inspection of the national achievement test (PSAT/NMSQT) scores indicates Native students as a group are below their non-Native peers in other academic areas as well.

Discussion

In any discussion of needs it is important to distinguish between felt needs and actual needs. Not all needs of a school district, or a community, are necessarily identified by questionnaires or interviews. Lack of knowledge of alternatives may restrict the range of felt needs. This seemed to be the case for many students whose only experience had been with the Haines school system. Having only knowledge of how things always had been they had few suggestions for how the school could be.

Responses also may be limited to a degree by the questions which are asked. For example, there were no items on the questionnaire or interviews dealing with environmental education although educators on a national level feel this is a pressing concern. Parents and, to a lesser extent, local educators may feel there is a need for a specific program without being aware that the program they desire has not been successful elsewhere in reaching desired goals - or the reverse.

In presenting this report the writer has attempted to integrate the felt needs of teachers, administrators, parents and students, the measured needs as indicated by standardized instruments and the observed needs from the viewpoint of the CNER representative. By coincidence this needs assessment was made during the same year as an accreditation study for the Northwest Evaluation Team. This report does not deal with all areas touched on by the accreditation report although there is of necessity some overlap, particularly in those areas where felt needs were strongest. It is hoped that for the secondary school this report will be complimentary to the Northwest Evaluation Team's report.

The most pressing need of the Haines school system is in the area of community relations. Interviewers reported that they were shocked by the attitude toward the school they found during their work. These negative feelings toward the school expressed by many parents have, however, no necessary relation to the quality of the Haines schools or their staffs. In fact, in the opinion of the CNER representative, Haines schools are at least as good as the majority of smaller Alaskan schools and superior in several areas. Polls taken throughout the U.S. show that the public is increasingly disillusioned with the church, the government and the military as well as the schools. The feeling of many parents that the schools are not doing their job, and the equally strong feeling among teachers that families are not doing theirs, is not confined to Haines. Unfortunately mutual blaming and finger pointing is not likely to bring about change in student behavior or achievement.

Large and highly publicized studies in recent years have provided the schools with much evidence for placing the primary responsibility for a child's level of achievement on the family. As cited earlier, Mayeske (1973)[5] found "family background factors played an independent role in achievement nearly 5 times that of school factors." The failure of huge amounts of federal funds poured into early education programs in the 60's to produce lasting effects on the achievement of minority children also contributed to the disillusionment with the schools' power to effect change.

Critics of such studies as Coleman's and the national Headstart evaluation have pointed out that their findings were based on an indiscriminate lumping together of good, bad and indifferent schools and programs. Current studies of individual classrooms and programs have produced increasing evidence that the school, specifically the teacher and her program, does have a significant effect. The most reliable evidence yet is contained in a report by the Stanford Research Center linking specific classroom practices[6] to student outcomes. The report is based on a study of seven different program models in 20 first grade and 20 third grade classrooms ranging from behavioristic ones using a token reward system to open classrooms based on the English Infant School theory. The study found that what happened in the classroom accounts for at least as much of a student's math and reading achievement as his entering ability. Important non-cognitive effects were also noted for such things as attendance, the ability to work independently and willingness to take responsibility for success or failure. These effects were of course associated with carefully implemented and evaluated programs, not with classrooms in general. Of particular interest to school decision makers is the information contained in the report regarding specific outcomes associated with specific programs, e.g. children in more flexible classrooms tended to score higher on tests of nonverbal perceptual problem solving. The report also provides information on the sources for teacher inservice training for the specific programs. Other studies of programs of excellence, such as those cited in the recommendation section on Reading, also present evidence that schools can make a difference.

The areas of greatest expressed and observed need, community relations, reading instruction, career education, affective education, and early education, are interrelated and cannot be effectively dealt with as separate programs. Active programs of career education, early education, community involvement and affective education all are associated with improvement in basic skills such as reading.

The special needs of the Native students in Haines touch upon all of the areas noted above. The potential for personal and social disaster inherent in the current situation demands a response from the school. Social scientists have long known that it is not the actual level of the goal to which an individual aspires which determines the degree of satisfaction, or frustration, which the individual may feel. It is instead the difference between the goal and what is actually achieved which determines frustration, in other words the level of expectation. Native students and their parents have high aspirations for the most part but as a group these students have not been provided with the tools with which to achieve their goals. As a group they are less likely to believe in the chances of their own success than are their non-Native peers which also contributes to the potential for failure, frustration and alienation.

It was not possible to assess accurately the number of Native vs. non-Native high school drop-outs within the limits of this study but the percentage of drop-outs among Native students does appear to be much higher. Neither was it possible to provide the type of intensive individual examinations which would be required in order to supply accurate information on school entry level skills of Native and non-Native children. The observations of experienced teachers are often as informative as testing, however, and teachers in Haines have noted that Native children's verbal skills are likely to be lower at entry.

There are few differences in kind of needs between Native and non-Native students but there are differences in degree of need in several areas which deserve attention from school decision makers.

RECOMMENDATIONS

This section of the report deals with recommended action in areas of greatest need as determined by the needs assessment. Although some specific programs are suggested in each area they are intended for use as examples of possible solutions to existing problems rather than specific guidelines for action. The available educational literature and the resources of the State Department of Education present a wealth of possible alternative answers to the needs identified in this assessment.

The basic thrust of all the recommendations is toward more openness, more flexibility, more diversity and more involvement with individuals and organizations outside the structure of the local school district. A basic assumption of all recommendations is that implementation would involve genuine rather than token participation in planning and decision making by the teachers and community members involved. Teachers who were interviewed frequently expressed concern about adding programs without sufficient administrative support or funding. Needless to say it is assumed that any new programs generated in response to the identified needs will involve a genuine commitment to change.

A chart summarizing needs, source of evidence for needs, suggested programs and relevant federal sources of funds is presented at the end of this section.

Reading

Basic to all other academic achievement is the mastery of reading skills. Reading is and has been a major concern of educators and parents throughout the United States and the subject of numerous books and articles. In response to that concern the Congress made provisions for a National Reading Improvement Program under Titles VII and VIII. This federal program provides for reading improvement projects for pre-elementary children (see Early Education section of Recommendations) as well as elementary children with reading deficiencies and for special emphasis projects. The provisions and requirements for this program are treated in greater detail in the Federal Funding section of this report.

As the next step in response to local needs the Haines district should make an effort to add a reading specialist to its staff at the earliest possible moment. The priority need for a reading specialist is second only to the need for a media specialist. Reading specialists are defined in federal guidelines as individuals with Master's degrees with a major speciality in reading and three years of teaching experience which includes reading instruction. Reading specialists are required for special emphasis projects under the National Reading Improvement Program (Title VII) although reading teachers may be used when specialists are unavailable if they are enrolled in programs to become specialists.

As suggested in other sections of the recommendations Haines might try joint funding with nearby small districts if the budget or the supply of available specialists is limited.

The elementary school has already moved toward upgrading its reading program through involving community members in "Impress reading", the sustained silent reading being done in some elementary classrooms and in the "Right to Read" program. Sources such as the 1973-74 exemplary Title I Reading projects can provide models for further Haines programs. As an example the Kaaukaha, Hawaii Title I project supplied supplementary services to pupils in grades three through six in small groups and individual arrangements. Direct teacher-to-pupil contact, immediate feedback and appropriate reinforcement were emphasized in this program which met and almost doubled its goal of improving skills at the rate of 0.1 grade level gain per month.

The experience of Massachusetts inner-city elementary schools in teaching reading might also be helpful in designing reading programs for Haines. A study has been done on the factors related to success in teaching reading in those inner-city schools. In general, the emphasis which the school placed on reading and the quality and training of the staff were the most important factors although strong leadership, high expectations for students and evaluation procedures also contributed to success. A copy of the Massachusetts study has been requested and will be forwarded to the Haines Right to Read representative when received.

On the secondary level programs associated with, but not directly targeted on, reading skills per se have proved successful. High interest programs such as Career Education and local ethnic heritage courses utilizing Foxfire concepts are frequently associated with improved reading skills. An emphasis on reading in content areas, high expectations for students and a strong committment from the staff are necessary in order to bring about improvement in reading skills at the high school level. While any new program has a better chance of being successfully implemented if faculty is involved in the planning stage, a secondary reading program cannot begin to function without such involvement. Priority should be given to in-service time to be devoted to curriculum development which would integrate reading and language skills into each academic area. Students might attach more importance to language skills if papers submitted in classes other than English were corrected for errors in spelling and composition even if grades were awarded on content.

A total reading program should include pre-elementary programs as well as is discussed under Early Education recommendations. The special needs of Indian children in reading are also discussed in a separate section.

Fortunately reading is one of the easier skills to evaluate. Pre- and post-scores on a standardized reading test are basic to the evaluation scheme. Pre-testing has already been done by Mr. Welch as previously noted. A sample evaluation planning chart for reading (and other) programs is included in Appendix C.

Career Education

Few programs are as easily available to the school and offer a better opportunity for community involvement than career education.

In fact one of the initial steps in setting up a comprehensive career education program, K through twelve, is cataloguing community resources. The publics' interest and support for career education was clearly expressed in questionnaire responses and interviews.

Fortunately career education programs can respond to other needs in addition to acquainting students with the world of work. Evaluation of a California system-wide career education program showed impressive gains in reading skills among secondary students who were involved. The Anchorage career education program also involves affective education which would respond to the needs expressed by parents and teachers for programs which would teach children to get along with others and enhance self esteem.

Career education specialists in the Anchorage system have made themselves available to other Alaskan schools through the State Department of Education[7]. For example, Anchorage's Ms. Vinson met with teachers in a small Kenai peninsula school and helped them write a proposal to DOE for $7,500 for planning, followed by a proposal for $5,000 for materials. Both proposals were funded. Career education informational materials prepared by the Anchorage district are attached to the superintendent's copy of this report.

The Department of Education itself also offers people and material resources for districts interested in career education, including a detailed planning guide. There is a wealth of commercial material available as well.

Properly implemented, career education programs strengthen acquisition of basic skills rather than taking time from them. For example, a list of teacher reference materials compiled by Anchorage school district staff members includes sources of several career-ed related mathematics materials. The importance of directly involving teachers in every phase of the development of a career education program; including grant requests, cannot be over emphasized.

Federal funds are available for both state and local educational agencies for establishment of career education programs. Funding sources are given in a later section of this report, as well as in the Master Plan chart.

Vocational Education

National trends in vocational education are away from job training in the school and toward an expansion of work experience, on-the-job training and career education. However, students continue to choose vocational courses and, for some, such courses supply the incentive for staying in school. For example male secondary students, and some of the female ones, in Haines are as interested in auto mechanics as other American adolescents and there is a strong demand for such a course. The demand, however, would seem to be one of personal interest rather than vocational choice. Boys chose auto mechanics, along with basketball and hunting, as a favorite activity regardless of the nature of their career plans. Few express interest in it as a career.

In order to justify the considerable expense involved in providing the space and equipment for shop courses in a small school it must be shown that they serve more than avocational needs. One approach to establishing a strong vocational program would be to open it for joint use by adults and secondary students. Classes could be scheduled in the afternoon and evening to make them available to the adults in the community as well as to students whose daytime schedules were full. In addition to the service to the community, such arrangements where adults are working side by side with students have positive effects on discipline and student attitudes toward school. Joint participation by community college and the school district would be needed, for example a joint submission of a memorandum of agreement for staff salary with one half of the teacher's salary paid by the school district. A joint effort would allow for the development of an expanded program such as general power technology. Such a program could combine applied physics with auto mechanics or basic work in electrical, mechanical or hydraulic engineering. A demand exists for heating plant and power plant maintenance and a general power technology program could supply the initial exploratory experiences for career education in mechanical and electrical engineering. Such a program would satisfy the intent of the career education portion of the Special Projects Act (Title IV, Sec. 404). One of the purposes of that act as stated in its guideline is "to eliminate any distinction between education for vocational purpose and general or academic education" (p. 69).

A need for courses such as typing and basic business for personal rather than career use has been expressed. Although work experience in office education is now available sufficient time has not been available for proper supervision. The quality of on-the-job training would be improved by making additional staff time available.

Although Haines has the basic equipment for office education there will be a need for other equipment to provide additional learning experiences. Communities in several sparsely settled Western states have utilized mobile units, jointly funded by several school districts, to expand alternatives for their students. Equipment necessary for understanding basic operations in data processing, secretarial labs and simulated business offices are available. The state ferry system offers an ideal means of transporting a shared mobile unit from one school district to another. Such a mobile unit can also bring expensive equipment and materials in other curriculum areas to small schools. Ketchikan's experience in funding such a cooperative arrangement with neighboring districts provides an in-state model for use by other Southeastern administrators.

Teacher Quality

Even the best funded and most highly recommended programs cannot suceed without a quality faculty to implement them. The Haines school district took a first step in 1975 toward providing for quality teachers by raising salaries to an average level for the state. Salaries alone, however, cannot attract and hold better teachers. The school district must provide a setting supportive of and conducive to professional growth as well as adequate remuneration. This presents problems for the small isolated districts characteristic of rural Alaska. The Alaska Department of Education has recognized these problems and responded by setting up a Staff Development Center for isolated communities which can provide funds and personnel from its Talent Bank. The Staff Development Center is being expanded and will be providing more support to districts in the coming academic year.

A large segment of the public feels a problem exists in regard to the quality of the teachers in the Haines school system. Observations of the CNER representative suggest that the problem lies not in the lack of quality teachers in the system but in under utilization of the expertise and excellence which exists within the school faculty, and in the community as well.

On the elementary as well as the secondary level there is little interaction between classrooms, little sharing of methods and materials and, perhaps most serious, little formal effort to integrate new teachers into the Haines system or to allow them to share the talents and experience of those superior teachers already in the system.

When the Haines school system was smaller informal social mechanisms probably provided for both integration of new teachers and sharing of expertise. The 'mini-world' of the primary building continues to operate in this fashion to a degree. As Haines has grown, and continues to grow, informal systems break down and it becomes necessary for school administrators to provide formal mechanisms to serve these functions.

The need for an orientation period for new teachers prior to the opening of school is one example of a formal organizational device needed to replace informal systems existing when the school was smaller. Provisions of in-service time for joint development of curriculum is another. Teachers from nearby small communities could also profit from sharing ideas and materials with Haines faculty members.

To provide incentive for excellence the school district should consider setting aside travel money to be used by exemplary teachers to travel to other communities and observe and confer with other teachers. On return the teacher should hold a workshop on what he or she has learned. Teachers receiving such travel awards could be chosen on a rotating basis from a slate of nominees selected by their fellow teachers (and students?) for excellence in teaching. If the community genuinely desires a superior teaching faculty it must be willing to give recognition and reward to those who are superior in the classroom.

The Community and the School

The community setting must be taken into account in planning for any school system. In Haines this presents particular problems because of the potential for sudden change posed by the mineral deposit in the Klukwan area and the possible use of the existing pipeline from the north. For the purposes of this report it has been assumed that Haines will continue to grow at its present rate and recommendations are based on that growth rate. It would be foolish, however, to ignore the potential disruption of community life which would accompany the impact of sudden growth. The sharp increase in crime, child abuse, divorce and delinquency which has accompanied pipeline impact in other Alaskan cities, along with a general deterioration in quality of life, is a clear warning of what may face Haines. While many think of impact as bringing crime and other social ills in with the population it attracts, in actuality such indices of social distress as divorce and child abuse increase in the resident population not the transients. It is the stress on those who are already here that creates most of the problems. Even now family stability in Haines is threatened by the number of heads of households who have 'gone to the slope'. In view of this, recommendations are made for establishing a basic framework of programs and services which could ease the impact of sudden growth on the school and in some cases, the community. An operating framework of services could be created within present budgetary limitations and, once established, could easily be expanded to meet impact needs.

The school system could, if it chooses, play a unique role in the Haines community as it grows. Haines at the present time appears to lack any unifying community wide force. The various elements which make up the community appear to each go their own way with little open conflict, but little communication. This old-time-Alaska approach of "you go your way, I'll go mine" has its charms but it is only workable in small groups or very stable situations. As Haines grows, particularly if it grows rapidly, it must modify its approach in order to survive. The school, as an organization, touches the lives of more people than any other organizational entity. If it were to become more open and more involved it could provide a unifying force which Haines needs. In order to do this it would, however, have to sacrifice a degree of the order, autonomy, and stability it now possesses.

Several opportunities exist for increased community involvement by the schools. The majority of parents responding to the questionnaire were interested in school initiated or sponsored classes on how schools are run, new ways their children are being taught, and other family oriented topics. Native parents in particular have indicated they would be responsive to such an opportunity. The questionnaire also showed that the community was interested in having the history of the Haines area taught in the school. An excellent discussion of how the school in a small town undergoing rapid growth used local history to communicate values and enrich education is presented in Spindler's Schooling in Schonhausen.[8]

The re-introduction of nine week classes in the high school would present an opportunity for members of the community to teach specific skills such as photography, survival skills, legal rights and responsibilities, carving, and fishing technology. Mini-courses related to fishing might include navigation, electronics, seining and gill netting methods, welding and power plant maintenance. Not only would this serve to expand the educational capabilities of the school but it would actively involve members of the community in the actual educational process. Experience in programs elsewhere in the country has shown that active involvement of community members in the day to day workings of the school strengthens community support of the school and its staff. In view of the negative attitude expressed by a considerable number of Haines parents such involvement of the community is strongly recommended. The presence of community adults in the school often has a very positive effect on discipline as well.

The community also has a responsibility to reach out to the school. Most Alaskan communities make some formal effort to welcome new teachers and acquaint them with the local scene. The Chamber of Commerce or some other local organization should follow the custom of other communities and have a breakfast or lunch for new teachers. Several teachers commented that they were interested in knowing more local Tlingit people but were hesitant to intrude. The ANB/ANS should host new (and old) teachers annually at the ANB hall and provide them with the opportunity to get to know local parents. New teachers might feel more comfortable integrating local material into the curriculum if they had the opportunity themselves to see Tlingit dancers, try ribbon seaweed, learn about dip netting, and the numerous other interesting aspects of the Tlingit way of life.

Early Childhood

"An ounce of prevention is worth a pound of cure." The statement can hardly be said to express a new idea yet governmental agencies, including schools, continue to expend large sums of money on the "pounds of cure" and little or nothing on prevention. In the area of academic achievement, as well as in mental and physical health, programs which prevent problems and enhance positive development produce a much greater return on investment than do remedial programs. Schools, as the agencies responsible for promoting the child's educational wellbeing, have a direct interest in pre-school programs as prevention if nothing else.

When requesting federal funds the school district should consider including pre-school programs as well as remedial services. Making equipment and space available to pre-school programs when actual funds are not available provides another avenue of support. Family life courses at the secondary level would be much more effective if students could spend time actually working in a pre-school setting. Use of a pre-school setting as a lab for family life courses, as a source of supplementary instructors for family life courses, or as one of the settings for a work-experience assignment would of course require budgetary support from the school district. Supplementary support for pre-school programs is not limited to the above suggestions. Fairbanks schools, for example, used their shop classes to produce toys for a local private child care facility.

Regardless of whether requests originate with the school district, other community organizations, or with private individuals the potential support for pre-school programs represented by such sources as the National Reading Improvement Program, the Indian Education Act and Johnson O'Malley funds should not be overlooked.

The interest in school sponsored classes in early education for parents expressed on the questionnaire (see Table 1) indicates strong potential support for pre-school programs exists. If classes in early education are to have a genuine impact on child rearing practices they must be followed through with actual activities and personal involvement.

Haines is fortunate in having more, and better trained, people with expertise in early education available than its size would lead one to expect. Such simple and inexpensive projects as a toy or book 'bank' run from the library or school would provide a vehicle for contacting parents of younger children. Such contacts could pave the way for enrollment of older pre-school children in an actual nursery school.

The strong interest expressed by the Haines Native community in early childhood education, in Head Start and in nursery school provides a working base for early childhood programs which could prevent many academic problems. The lower ratings of importance given to Head Start and nursery school by teachers and non-Native parents may reflect the wide publicity given to studies such as Coleman's (1966), Jensen's (1968) and Jenck's (1972) which questioned the need for the continued existence of compensatory programs. However, a number of more recent studies reported in Stanley's recent book[9] indicate positive results from planned pre-school intervention.

Pre-school programs involving local Native people and organizations seem an obvious response to the problems of Native children in reading and other academic areas.

A cautionary note is necessary in the consideration of pre-school programs. The recommendation presented in this report is for early enrichment which involves the family or is home based. Formal academic instruction or total reliance on an institutionalized program is not recommended. Personnel involved in planning for or implementing pre-school programs should obtain a copy of the FY 76 Issue Analysis, Optimal School Starting Age, of August 1974 from the State Department of Education. It includes a review of the literature on early childhood education as well as on early entrance into school and points out the potential dangers as well as benefits of pre-school programs.

Pre-school programs such as "Home Start" are receiving strong support from professionals in the field. Head Start funded programs have the option of devoting all or any part of their funding to home based, in lieu of center based, programs. The type of staff members as well as materials required for a home based program differ from those of a center based program and assistance from Dr. James Gage, National Day Care Association, 525 School Street, Washington, D.C. 20024 should be requested. Specific training for Alaskan Home Start programs is available through the training center in Reno, Nevada. The Region X office in Seattle can supply information on training as well as results of the evaluations which were made of demonstration Home Start programs throughout the Western states.

If schools are to give more than lip service to equal educational opportunity for all they must share in the responsibility for seeing that children enter school with an experiential base limited only by individual differences in endowment, not by membership in a particular economic or ethnic group.

Counseling and Affective Education

Interviews with teachers and students alike bore out the need for increased counseling and psychological services in Haines schools and in the community. When the Haines schools were smaller and student turnover lower it was probably possible to meet needs with fewer formal or institutionalized services. At present there is a growing gap between the changing needs of a growing school district and the services offered. Parents are aware of the need for such services as indicated by interview and questionnaire responses. The gap is particularly serious in home-school liaison services at both elementary and secondary level and in counseling services for students who have serious personal problems. Teachers are rarely qualified to deal with other than school related problems, particularly when mental health professionals are not readily available for consultation. Teachers at all levels expressed a desire for access to professional services to aid them in dealing with individual students as well as with group situations. The situation will be improved by the addition of a new counselor to replace the retiring one if the load of duties other than counseling for the position is sharply reduced. However, few university counseling programs prepare the school counselor for the full range of services needed in a community with no other professionals available.

Fortunately the legislature passed a bill (S.B. 24) which can give Haines, and the school, access to desired psychological services. The House budget allocated $13,300 for Haines for fiscal year 1976 and $30,000 for fiscal year 1977. The bill provides for state support for community based mental health services, the intent being to allow communities to determine for themselves the services they desire. Grant applications are available from the Juneau State Mental Health Clinic for submission to the state. Funds may be used for direct services or for planning. The bill specifies that funds will not be granted to specific agencies but must be requested by a community group. Funds can be channeled through the borough or city or a non-profit organization of community members. In Haines, school staff or school board members could tap these monies most effectively by joining in a working group which should include the public health nurse, representatives of ANB/ANS, the corrections officer, the local M.D. and local religious leaders. In Anchorage such a group which included lawyers and other professional people, incorporated itself, serves as a board of directors, and administers funds channeled through the borough.

What kinds of services could be requested and what guarantee would there be that requested services would serve the needs of young people in Haines any better than the conventional services of a visiting school psychologists? One alternative is school based mental health programs which have been able to bring about real change in children by use of trained and supervised non-professionals, usually successful parents, for one-to-one contact several times a week. Direct supervision in such programs is supplied by school counselors or psychologists and they in turn are supervised by a mental health professional.

One such program, the Rochester, New York Primary Mental Health Project,[10] has been extensively evaluated and long term improvements in physical health, grades, scores on standard achievement tests and peer relations were found for children who had received such services.

School based programs are only one type of mental health service possible with state and federal funding. Any upgrading of the community's available services would greatly strengthen the school's program through providing consultation and referral sources for counselors, making workshops or consultation available to them and, of course, provding direct services to those who need them.

Fully qualified, mental health professional (social workers, psychologists, etc.) with experience in community mental health are, however, in short supply throughout the nation. Even with state aid it might be difficult to obtain one fully qualified professional for a community the size of Haines. The proximity of other small communities, such as Skagway, which have needs similar to those in Haines offers one potential solution. Sharing the services of a mental health professional much as the community currently shares the services of the public health nurse would increase the opportunity to obtain and utilize a top notch professional. The expertise of such a person would best be utilized in a supervisory and consultant capacity as described above.

Affective Education

Both parents and teachers rated programs which would help children get along better with others, improve adjustment and raise self esteem in the "great importance" category. As previously noted this is consistent with the educational priorities assigned such programs by parents and teachers nationwide.

Most successful drug education programs are essentially affective education programs concentrating on prevention rather than scare tactics. There are a bewildering assortment of such programs available and relatively little hard evidence as to any one program's effectiveness. The most comprehensive report on the full range of affective education programs in the United States is Simpson's report to the Public Education Division of the Ford Foundation, River Run Deep, River Run Strong.[11] A copy of this report is available from the Planning, Research and Information Office of the Department of Education and is must reading for any administrator considering introducing affective programs into the school. The Planning and Research Office can also offer a bibliography on affective education and direct consultation to aid in planning.

The easiest to implement and the most carefully evaluated of the affective programs available is Dr. R. Ojemann's curriculum for teaching the understanding of human behavior from pre-school through senior high. He and his staff have developed and researched curriculum materials over a period of thirty years.[12] The materials are designed for use by an appropriately trained local professional who may be a teacher, an administrator or a psychologist. The National Institute of Mental Health has recognized his contributions by publishing a hand book for teachers[13] based on his work.

The affective education component of the career education program mentioned in the preceding section would be the most logical starting point for the introduction of affective education in the Haines' schools.

Special Needs of Native Students

Unlike many communities in Alaska there are few apparent differences between Native and non-Native students in Haines. The social climate of the schools is a positive one and there is no observable evidence of the racial problems which plague schools in large communities. Teacher expectations, which have been shown to influence actual achievement, were not measurably different for Native and non-Native children on the elementary level BCCI. The BCCI did not show differences between Native and non-Native children in self esteem although it has presented evidence of differences between Indian and non-Indian children in self esteem when used in other schools in the western United States.

Aspirations, vocational and education, are much the same for Native students as non-Native. In fact a greater percentage of Native students expect (and are expected by their parents) to go to college. Unfortunately the school has not equipped Native students as a group with the academic skills required for a successful college experience. This does not necessarily mean individual students cannot suceed in college but it does mean that for many Native students the task will be more difficult and the chances of failure greater than they need be. This situation, however, is neither necessary nor inevitable. The combination of committment to reading programs at all levels within the school, parent involvement, support of local early education programs and special programs has made a difference in other communities and could make a difference in Haines. Equal in importance to the differences found in reading skills are the differences found between Native and non-Native male secondary students in their feelings of internal/external control. Whether these feelings about their ability to influence their own future are a result of the adolescents' growing perception of the social realities of the current adult world or merely a reflection of parental attitudes conditioned by the past is not crucial. What is crucial is that these attitudes be changed. At the present time there are few guidelines from programs elsewhere to use for planning remedial action. Mayeske's[5] 1973 statistical analyses of attitude and family background factors related to academic achievement found that "a parent who read to a child or talked to him about his schoolwork was more likely to encourage the development of such beliefs (in the chances of student's own success) than one who merely expressed long-range aspirations for the child". (p. 9) This suggests that acquainting parents with specific ways to help their children learn could affect the formation of attitudes as well as acquisition of skills.

However, the students whose attitudes have already been formed also require attention. The most obvious initial step is to take some action which will clearly indicate to these students that their actions do make a difference. The Native students have expressed their interest in the inclusion of a Tlingit culture and language course in the high school curriculum. Initiation of such a course, with genuine participation by the students in its development, would be evidence of the school's responsiveness to their wishes. The initial assignment for students might include writing a draft proposal for funding for the following year's course. There are a number of models available and consultants to aid in proposal writing as noted in Appendix D of this report.

The development of such a course is particularly relevant this coming year as one of the four major areas of concern of the Bicentennial Commission is that of ethnic heritage.

Over the past thirty years there has been increasing recognition that the "melting pot" concept in America was unrealistic and undesirable. With the recognition that our strength lies in the diversity not the homogenization of our population has come a national commitment to programs which will give our young people an understanding of the traditions and unique contributions of each of the cultures, particularly one's own, represented in our society.

Haines is particularly fortunate in its location in an area where a unique culture survives. The Tlingit culture, as one of the Pacific Northwest Coast Indian cultures, is recognized around the world and a visitor from another country would find it difficult to understand why its art and traditions have not been included in school curriculum. Outstanding authorities on world cultures describe it as follows, "The vitality of the Northwest Coast, its dramatic organization and its inventive spirit, make it one of the most outstanding and at the same time most exciting of the New World culture areas". (p. 168) and again "few can rival the artistic splendor which the Northwest Coast . . . developed." (p. 195).[14] It is important that the school recognize, and acquaint the community with the contribution which knowledge of New World cultures can make to the education of non-Native students as well as Native students. A Tlingit course should deal with Tlingit values and customs as relevant to society today. It should be social science not history. The program narrative prepared by Mr. Dauenhauer which is included in Appendix D is an excellent guideline for the type of quality course possible on the secondary level. In the elementary and middle schools Tlingit culture should be integrated into the art and social science curriculum appropriate to each level. Every effort should be made to utilize and preserve the cultural resources locally available.

An increasing number of Klukwan students are choosing to attend Haines high school rather than boarding schools. Interview results indicate they are more involved in traditional activities than Haines students and their needs and interests would be particularly well served by a Tlingit culture course.

Career education has been named as a major need for all Haines students. The percentage of Native students who do not know what type of job or career they might have after leaving school indicates an even greater need for career education for Native than non-Native students. Several programs which may influence attitudes are also related to career education. A program which would bring outstanding Alaskan Native adults from a variety of fields into the school to talk with students and provide them with successful models is one possibility. Programs which provide travel funds for sending Native students to state and national meetings where decisions involving Native people are being made have been used in other districts. Expanded work experience might also affect attitudes. School and ANB/ANS officials should investigate the possibility of assigning students as "apprentices" to Native leaders in the legislature, in AFN or in the regional corporations.

There are no conveniently designated levels of 'feelings of control over one's environment' which are optimum for mental health or success. Common sense suggests that social reality will establish limits regardless of the actions of the schools. In Alaska the social realities of the Alaskan Native's world are rapidly changing and school programs at best will find it difficult to keep pace with the expanding opportunities available.

Other Recommendations

In dealing with the major areas of need some other expressed needs such as increased health care and family living courses have been neglected. There are always choices to be made in any report and some areas which already had vocal supporters within Haines or fell within the purview of the high school accreditation study did receive less emphasis. Two topics which have not been discussed, discipline and academic expectations for students, deserve recognition. The demand for discipline and "standards" has so often been associated with punitive, authoritarian and self defeating behavior on the part of extremists that there is a tendency to reject such demands out of hand. But the factors of high expectations for students and maintenance of an atmosphere conducive to learning are appearing so often in studies of successful educational programs in settings far from authoritarian that they demand our attention. Particularly since it is clear from the responses of high school students cited in Table 6 that they do not feel challenged by high expectations in their school and from the responses of their parents that discipline is a major concern.

Since most of the concern with discipline seemed to be aimed at the high school perhaps one way to approach these questions is by comparing Haines high school to another high school of much the same size, in this case an alternative high school in Anchorage. It should be noted that such a comparison has limitations, for example, the students in the Anchorage school are there because they choose to be there. They work half the day and go to school half the day and each student works on his own individualized program. In spite of the fact that most of its students had been 'bad kids' in other schools and there are few regulations controlling their behavior there are almost never discipline or vandalism problems within the school. Those few regulations which do exist are enforced with the even handed inevitability of death and taxes. Students do not object because students shared in setting up those regulations which do exist and could change them if they wished.

In response to questions about their school 94% of the students felt all of the staff were genuinely interested in the students (6% said some were), 91% felt all of the staff were fair in their dealings with students, 93% felt all of the staff treated students with respect and 100% felt the staff was fully qualified to teach. In addition, 89% felt they were learning more than they had learned at regular high schools (the remaining 11% were learning as much), 56% reported drug use had decreased or stopped since entering the alternative school, and all of their parents reported positive changes in student behavior. Yet these students had much more freedom and responsibility for their own behavior than Haines students have. This report cannot do justice to all the factors involved in making such an alternative school work yet it is important for parents to realize there are workable alternatives to the present system which do not involve restrictive authoritarian regulation of behavior. Perhaps the most effective way to learn from such successful alternatives is to arrange for an exchange of staff on a temporary basis.

As can be seen by comparing the responses of Haines students and Indiana students on Table 1, questions 8, 9, and 10, problems of 'standards' exist elsewhere. Critics of secondary schools nationwide have pointed out that the real rewards and recognition in most schools go to the athlete, not the academically successful. The Haines administrator who jokingly referred to the Office Education Association's competition as "our only non-athletic contest" was making a serious point. Yet there are many activities which involve travel and bring recognition for academic achievement such as national mathematics contests, nominations to the national science summer camp, debate, and college credit for advanced placement courses. Recognition, as well as higher standards, is needed if students are to be motivated to achieve.

Master Plan with Priorities for Use of Federal Funds

	Needs	Evidence of Need	Suggested Activities	Federal Funding Source
FIRST PRIORITY NEEDS	Improved attitude toward success (Native secondary students) First priority is assigned on the basis of degree of need, the ease with which initial response to need could be taken, and the necessity of rapid program implementation to reach current secondary students.	Significently lower scores on 'locus of power' items on questionnaire	Priority 1 Implementation of Tlingit language and culture course requested by Native secondary students Student participation in planning and implementation of a Tlingit course Priority 2 Career education work experience Providing successful models by inviting successful Natives in all fields to speak to students, Native and non-Native in elementary and secondary schools	Indian Education Act A or B Johnson O'Malley ESEA Title IV (career education)
	Increased appreciation of ethnic heritage (Native students) First priority is assigned for same reasons as above	Decision of Indian Parent Committee Almost unanimous demand by secondary students for Tlingit course Congressional intent as expressed in Ethnic Heritage Act	Priority 1 Implementation of Tlingit language and culture course in secondary school Increased opportunity for use of Tlingit materials and people resources in elementary and middle school curriculum by (a) assigning coordinator to elementary school and (b) providing in-service time for teachers to integrate materials into regular program Priority 2 Foxfire type program where students use media to record cultural material Tlingit Arts and Crafts, including carving for secondary students	Indian Education Act A or B Johnson O'Malley (Ethnic Heritage Act) Existing Title III mini-grants for innovation ESEA Title IV (Arts)

	Needs	Evidence of Need	Suggested Activities	Federal Funding Source
FIRST PRIORITY NEEDS	Improved reading skills (all students, but Native students have priority needs)	Gates McGinitie scores Parent questionnaire and interview response	Priority 1 Adding reading specialist to staff Reading aides to assist teachers with individualized programs for Native students with special reading needs High interest courses, such as Tlingit course, which involve reading and vocabulary practice Active administrative support for improved reading as district goal Early education and parent education with partial support from school district Priority 2 In-service time for curriculum development to integrate Tlingit culture, other local materials and career education in reading programs Career education	Indian Education Act, Part A Johnson O'Malley ESEA Title IV Right to Read Title VI National Reading Improvement Program

	Needs	Evidence of Needs	Suggested Activities	Federal Funding Source
SECOND PRIORITY NEEDS	Increased knowledge of available options in world of work. Second priority is assigned this need because of the time required to implement it as a total program. Initial steps, such as requesting consultants to aid in writing proposals, should be taken at the same time priority 1 actions in response to first priority needs are being implemented	Parent questionnaire and interview responses The large percentage of Native students and females who don't know what career fields they might enter (questionnaire) Disparity between career choices and actual employment opportunity as indicated on questionnaire response	Career Education Materials and activities to encourage educational equity for women	ESEA Title IV (Career Education and Womens Educational Equity)
	Counseling and affective education. a) More counseling and psychological services	Teacher demand as expressed in interviews. Priority of item 33 from parent questionnaire Secondary student interview responses. Incidence of problems reported on BCCi and BLNI.	Relieve counselor of extraneous duties in secondary school so he or she can devote time to consulting with staff and implementation of programs such as those suggested in Barclay manual. Increased administrative emphasis on availability of counselor for students with personal problems. Seek funding for para-professional Native counselor for home-school liason and drop out follow-up. Joint planning with community for use of state Community Mental Health Funds.	Indian Education Act Johnson O'Malley

	Needs	Evidence of Needs	Suggested Activities	Federal Funding Source
SECOND PRIORITY NEEDS	b) Affective education	Priority given guidance in list of suggested programs for Native students Ratings of questionnaire items 28, 30 and 61	Initial effort should be use of affective education component in Career Education Program. Interested teachers should investigate Ojemann's work by reading Todd's manual listed in footnotes. Programs should be voluntary and start small	
	Early education programs and facilities (all children, but particularly for Native children)	Parent questionnaire responses (particularly Native parents) Teacher reports of verbal skills of Native children at entry. Needs Assessment, Southeastern Region, Office of Developmental Disabilities, State of Alaska, 1975, p. 115.	Support of local early education projects by school district. Initial support could be in goods, services or facilities rather than funding. Headstart/Homestart programs in community Include parent education in appropriate High school courses supplemented by apprenticeships in local pre-school facilities.	Headstart Indian Education Act National Reding Improvement Program
	Improve school-community relations and increased interaction	The percentage of negative responses to yes-no items 1 and 2 (see Table 1, Page 8)	Use of community members to teach mini-courses at secondary level Increased use of school facilities for community school activities	ESEA Title IV (Community Schools)

	Needs	Evidence of Needs	Suggested Activities	Federal Funding Source
SECOND PRIORITY NEEDS		Negative attitudes toward school expressed during interviews Student attitude toward school as measured by BCCi	Active recruitment of community members as volunteer short term aides (as in Impress reading) More school-community cooperative projects providing services affecting youth. Parent education courses sponsored by school	
	Improved opportunities for teacher professional growth and opportunity	Teacher interview responses	1. A locally planned and funded system of rewards and recognition for excellence in the classroom and/or contributions to the educational program of the district 2. Orientation for new teachers 3. Greater use of in-service time for in-house program development and exposure to outside experts. 4. More community effort to involve and know teachers.	Special Projects Act (Title IV) National Reading Improvement Program (Title VII)
	Increased emphasis on identification of and enrichment for gifted children	Teacher interview responses	In-service time for development of materials Request funding for bringing in specialists in education for the gifted	ESEA Title IV (Gifted and talented children)

	Needs	Evidence of Needs	Suggested Activities	Federal Funding Source
THIRD PRIORITY NEEDS	Vocational ed	Student request	Expanded facilities with joint utilization by students and adults	Vocational Education Act ESEA Title IV (Community Schools)

EVALUATION

A number of excellent books are available to educators on the subject of program evaluation. In addition to books, federal agencies have offered workshops and guidelines for evaluation to aid the local district as the demand for accountability for use of federal funds has grown. The state Office of Planning, Research, and Information also provides direct assistance to local districts in planning and implementing evaluations.

The best advice when planning evaluations is to keep them as simple, realistic and common sense as possible. Although the literature offers many models, within the broad outlines of establishing goals, specifying desired outcomes and selecting measures each program evaluation must be unique. Appendix C illustrates one of the better general models available and the following discussion deals with some of the specific aspects of evaluations for programs designed for the special educational needs of Indian students.

One of the more obvious aspects of evaluation is that you need to have some idea of how things were before your program in order to see if your program produced change. In the process of assessing local needs a number of pre-program or baseline measures were taken. Those most relevant to suggested programs are listed below:

A. Student measures
   1. Vocational. Barclay vocational interest section (see Appendix A). High school questionnaire item 38, 'what sort of job do you think you will have? is also included in Appendix A.

   2. Attitude toward school. Attitude measures as labeled are included in the standard computer readouts of the BCCI and BLNI. Copies of the BCCI are in the elementary principal's office. A sample copy of the BLNI is included in Appendix A. Results of both measures for 1975 are available from the Haines schools. Attitude items on the high school questionnaire are reproduced in Tables 4 and 5 of this report.

3. Achievement. The only achievement measure used was the Gates McGinitie Reading, available from Mr. Welch, the federal programs coordinator.

4. Sociometric. The sociometric component of the BCCI may be taken from individual GTOT scores. This provides information on who is chosen but not who chooses. Choice of student rater on the BLNI can also be used as a sociometric measure.

5. Self esteem. BCCI and BLNI measures as described in manual for "self". See 2 above.

6. Locus of control. High school questionnaire items 19, 20, 21, 23, 24, 25, 26, 27, 28.

B. Parent measures
  1. Student's responses to high school questionnaire items 31, 32, 33, 34, 35.

  2. Parent questionnaire items 2-13 and 2-14.

  3. Parent interview responses.

Raw data tabulations of results on any of the above measures may be obtained from CNER within three years of this report.

Selection of measures from the above list can be made as appropriate, e.g. for the evaluation of a parent involvement program, pre and post measures of how many parents visited school outside of teacher-parent conference time might be selected.

Measures need not be confined to those for which baseline data from the needs assessment are available. Unobtrusive measures such as attendance or the drop-out rate can often be reconstructed from previous years' records to serve as program pre and post measures. Unobtrusive measures are those measures unaffected by being measured, such as attendance rates which are routinely recorded. Other measures such as responses to interview questions, or the behavior of teachers and students being observed, may be affected by the data gathering process itself. It would be a mistake, however, to discard interview responses because of possible bias as they contain much valuable information.

Some of the measures most appropriate for evaluation of a Tlingit heritage program would be; attendance records for Native students, drop-out rates for Native students, attitude toward school as per high school questionnaire items 1, 2, 3, 4, 5, 11 and 13, locus of control questions and parent high school questionnaire items. Reading performance is often improved by such interest programs and should be measured pre and post although reading skills are not necessarily appropriate as objectives. The needs assessment attempted to gather information on Native students knowledge of their family tribe or clan, however, responses were not consistent enough to provide a useable baseline measure. Naturally the best measure of all is the student's own report of how he felt about the program and if it had affected his attitudes.

A few cautionary notes in regard to the use of the suggested baseline measures should be made. In designing evaluations it is best to avoid arbitrary estimates of expected change. If there are no reliable data available from which to predict change one should avoid prediction if at all possible, or at least keep it at conservative levels.

Such concepts as 'self esteem' or 'identity' are difficult to evaluate under even the most carefully controlled circumstances. Both are poorly defined and there is considerable argument among experts as to whether they can be measured across cultures. For example the lack of measurable differences between Native and non-Native students on the BCCI and BLNI could indicate no actual difference or that the tests used were not sensitive enough to show small differences or that what the test measures is not self esteem at all. Furthermore, attitudes are usually a result of years of conditioning and may not show measurable change within the time period available for program evaluation even if the program has been a success.

While it is always adviseable to use a multi-method approach, evaluators should be cautious about repeated use of the Barclay measures on the same population. Too frequent use will affect the responses. It is preferable to use some sampling device such as selecting every other grade, rather than using the total available group each time.

The 'pre' measures used in the needs assessment will provide a basis for evaluation measures for most of the programs planned and additional measures can be added as desired. The commercial scoring services of the Barclay measures provide a wealth of data and basic statistical analyses for other measures are well within the abilities of local staff. Detailed evaluation guides, which are applicable to many programs, were distributed to those attending the Fall, 1974 Indian Education Workshop. Copies may be obtained from Mr. Welch or Mr. George Lewis.

COMMUNITY RESOURCES

Haines' schools, like other small schools, have limitations imposed by their size. However, one thing they clearly possess in abundance is talented resource people, both within the school and within the community. What they seem to lack is active local district support in time and funds for utilization of those resources. In order to realize the full educational potential of local resources they need to be used on a regular basis with a definite committment by both the school and the people involved. On the elementary level in particular, local resources could be utilized not as an added feature to an already full program but as vehicles for teaching reading, mathematics, language and social sciences.

Haines most unique resource is its Tlingit people. In Japan such people as Mr. Austin Hammond and Mrs. Mildred Sparks are designated 'national treasures' by the government. To judge by the newspaper coverage the young people of Juneau have derived more benefit from Mr. Hammond's presence than have those of Haines. Mr. George Lewis, to name only one more, also has a great deal to offer. The village and people of Klukwan are widely recognized outside Haines as the most outstanding repository of Pacific Northwest Indian culture in existance.

The facilities of Port Chilkoot and the Alaska Indian Arts Company should be utilized more consistently, if only to teach carving. The Lynn Canal Players and the Chilkat Center are known throughout the state and offer an obvious vehicle for teaching language arts. The Sheldon Museum and Mrs. Hakkinen are excellant resources for local history.

The school board itself is an example of resource talent. For example Mrs. Smith could be enriching the high school curriculum by 'guest lecturing' in health or family living courses. If the chairman of the board could be induced to wear yet another hat, he could be a resource in a variety of courses.

In Juneau elementary students learned mathematics while designing and building a model house, an activity where Mr. Nanney could be used. Mr. Folta's knowledge of engineering, as well as his law background, provide a resource for the schools. If one were to include the current and former teachers living in Haines and the variety of talent they have to offer the list would be endless. However, it is not only professionals who can act as resource people. Mathematics is used in a variety of ways in the sawmill and in fishing and students should become acquainted with them.

Utilization of local resources would not only make learning more relevant and more exciting but it would go far toward improving community-school relations.

FEDERAL FUNDS

As federal funds play a greater role in local school financing there is increased concern with the infringement upon local control of schools represented by the guidelines for use of these funds. This has been particularly true in regard to use of federal funds for the educational enrichment of specific ethnic groups. In Haines, as in other places in Alaska, restrictions on the use of federal funds for Indian children sometimes ran directly counter to the desires of the Indian, or Alaskan Native, community the funded programs were to serve. The primary concern of the Native people as well as the rest of the community has been with the segregation imposed by guidelines accompanying some federal funds. Public Law 93-638 (January, 1975), as quoted below appears to offer a solution to this problem.

> TITLE II--THE INDIAN EDUCATION ASSISTANCE ACT
> Sec. 201. This title may be cited as the "Indian Education Assistance Act".
>
> PART A--Education of Indians in Public Schools
>
> Sec. 202. The Act of April 16, 1934 (48 Stat. 596), as amended, is further amended by adding at the end thereof of the following new sections:
>
> "Sec. 4. The Secretary of the Interior shall not enter into any contract for the education of Indians unless the prospective contractor has submitted to, and has had approved by the Secretary of the Interior, an education plan, which plan, in the determination of the Secretary, contains educational objectives which adequately address the educational needs of the Indian students who are to be beneficiaries of the contract and assures that the contract is capable of meeting such objectives: *Provided, That where students other than Indian students participate in such programs, money expended under such contract shall be prorated to cover the participation of only the Indian students.*

The same Public Law 93-638, the "Indian Self-Determination and Education Assistance Act" is also expected to make some changes in the current distribution of funds under the Johnson O'Malley Act and the Indian Education Act. Section 203 instructs the Secretary of the Interior as follows:

Sec. 203. After conferring with persons competent in the field of Indian education, the Secretary, in consultation with the Secretary of Health, Education, and Welfare, shall prepare and submit to the Committees on Interior and Insular Affairs of the United States Senate and House of Representatives not later than October 1, 1975, a report which shall include:
(1) a comprehensive analysis of the Act of April 16, 1934 (48 Stat. 596), as amended, including --
    A. factors determining the allocation of funds for the special or supplemental educational programs of Indian students and current operating expenditures;
    B. the relationship of the Act of April 16, 1934 (48 Stat. 596), as amended, to --
        i. title I of the Act of September 30, 1950 (64 Stat. 1100), as amended; and
        ii. the Act of April 11, 1965 (79 Stat. 27), as amended; and
        iii. title IV of the Act of June 23, 1972 (86 Stat. 235); and
        iv. the Act of September 23, 1950 (72 Stat. 548), as amended.

(2) a specific program to meet the special educational needs of Indian children who attend public schools. Such program shall include, but need not be limited to, the following:
    A. a plan for the equitable distribution of funds to meet the special or supplemental educational needs of Indian children and, where necessary, to provide general operating expenditures to schools and school districts educating Indian children, and
    B. an estimate of the cost of such program;
(3) detailed legislative recommendations to implement the program prepared pursuant to clause (2); and
(4) a specific program, together with detailed legislative recommendations, to assist the development and administration of Indian-controlled community colleges.

Such changes are unlikely to affect requests for funds in academic year 1974-75, however, school administrators should be aware of the potential for change.

Johnson O'Malley and the Indian Education Act continue to be the primary sources for special programs for Indian students or programs which emphasize Indian culture and are available, under the restriction cited from P.L. 93-638, to all students. Title IX of the Elementary and Secondary Education Act authorizes grants to educational agencies to assist them in developing ethnic heritage programs but to date has had limited funding with no more than a token portion of those funds assigned to American Indian programs. Although Title IX is not regarded as one of the more desirable sources of funds it is included in the listing of federal programs as an information item.

The Educational Amendment of 1974, PL 93-380 establishes a National Reading Improvement Program and the USOE plans to launch at least a small-scale version this coming school year. The new program together with OE's Right to Read program provides new opportunities for local educational agencies to obtain federal funds, directly or through the state, to improve reading instruction.

The same public law consolidates a number of education programs which are of potential interest to Haines such as career education, consumer education, education in the arts and gifted and talented children. It also establishes a community education program which provides for federal financial assistance to local school districts working with community education. Community education programs, usually conducted in public elementary or secondary schools, offer a variety of cultural educational, recreational and other services to community members of all ages. Such programs could provide a vehicle for the interaction between school and community recommended in this report. A summary of the relevant portions of P.L. 93-380 is included in this section of this report.

Congressional intent as spelled out in education related legislation in 1974 and 1975 is for increased citizen participation in educational services. For practical reasons as well, increased citizen participation in obtaining federal funds is recommended for Haines. The Haines school district is too small to support a full time Federal programs administrator yet it needs federal support to provide quality educational programs to its students. Past practice has been to place the responsibility for seeking federal funding on staff members who had other presumably full time duties. As a result proposals for federally funded programs were sometimes assembled in haste and sometimes not submitted at all. It is strongly recommended that proposals (program narratives) for special projects or programs be written by a working committee of those community members, administrators, and/or teachers who will be directly involved with the program if funded and implemented. In the case of programs involving secondary students they also should participate. The role of the federal program planner should be restricted to preparing the forms necessary to accompany the proposal, advising the working committee of appropriate deadlines for proposals, supplying the committee with the relevant federal communications and publications, supplying necessary fiscal information for preparation of program budgets, arranging for typing and reproduction of the program narrative and budget, and coordinating committees with the office of the superintendent. The shape and form of any desired program should be the responsibility of those who will be implementors or recipients of the program. For example, the Indian Parent Committee should have the responsibility for preparing the proposal for programs funded by Indian Education Act or Johnson O'Malley monies.

The final draft would be presented to the superintendent for review prior to submission to the school board. The parent committee should be able to call upon those teachers and administrators who would be involved in implementing the program in the school as well as outside consultants such as the Alaska Native Education Board. It should be noted that membership on the parent committee is not restricted to Indian parents by law and the committee is free to include other community members who they feel might be helpful as long as Indian parents remain in the majority.

At a time when the federal dollar is shrinking rapidly local educational agencies such as Haines should utilize every source of expertise available to them to ensure that their requests for funds are of optimum quality. Funding sources are increasing their demand for community participation, innovation and careful evaluation in all programs submitted to them for consideration.

Summary of P.L. 938-380 Educational Amendment of 1974[15]

Title I Special Educational Programs and Projects for Educationally Deprived Children

1. Authorization is extended to June 30, 1978
2. Hold harmless:
   a. States are held harmless at 100% of the FY-74 level or $2,898,078 for Alaska
   b. LEA's are held harmless at 85% of FY-74 funds
3. Eligible Attendance Areas:
   An attendance area, if eligible for one year will remain eligible for a three year period
4. Parent Councils:
   District-wide and school-level parent councils are both required
5. Teacher Training:
   The amendment clarifies that pre-service and in-service teacher training is a fundable activity under Title I.
6. Evaluation:
   a. U.S.O.E. shall develop and publish evaluation standards, provide SEA with models for evaluation which shall include uniform procedures and criteria to be utilized by local LEA's as well as SEA's, and provide technical and other assistance to SEA's to enable them to assist LEA in the development of a systematic evaluation of programs in accordance with the model developed by U.S.O.E.
   b. The models developed by U.S.O.E. shall specify objective criteria which shall be utilized in the evaluation of all programs and shall outline techniques and methodology for producing data which are comparable on a statewide and national basis.
   c. U.S.O.E. is also required to develop a system of dissemination of evaluation results.
7. Comparability:
   It appears that LEA's are to compare schools by grade level. Local costs for educationally deprived bilingual and special education programs are to be excluded.

Titles II, III, V, and VIII

The Act is extended to FY-78 except no funds will be authorized when programs are consolidated as in Title IV below.

Title IV Consolidated Programs - Libraries, learning resources, educational innovation, and support

1. Part A

a. No funds are authorized under part B unless the aggregate amount is at least equal to the previous year, or the aggregate FY-74 appropriation for Title II, the guidance and testing portion of Title III and NDEA III.
b. No funds are authorized under part C unless the aggregate amount for this section is at least equal to the previous year, or the aggregate FY-74 appropriation for Title III (except guidance and testing) Title V and Title VIII.
c. Advanced funding is called for under both parts (B and C)
d During the first year of the consolidation 50% of the funds will be distributed according to the original Title II, III, V, VIII and NDEA III and the other 50% according to the Title IV consolidation provisions
e. Allotment to the states:
    1. Each state will receive an amount of the appropriation which bears the same ration as the number of aged five to seventeen children in the state bears to the number of such children in all the states
f. Advisory Council and State Plans:
    1. All states must have a state advisory council similar to the current Title III Council. The major functions of this council are to advise the state on policy matters regarding the administration of the state plan, and the distribution of funds, and approval of applications. They also must evaluate all projects funded under this title.
    2. A single state plan will cover both the parts B and C The state plan must provide the assurances that:
        a. Funds will be distributed under part B to LEA's according to public and private school enrollments, except that substantial funds will be provided to:
            1. LEA's with a tax effort greater than the state average, but whose per pupil expenditure is no greater than the state average.
            2. LEA's with the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as:
                a. Low income children
                b. Children from sparsely populated areas
                c. Bilingual children

b. Funds will be distributed under part C to LEA's on an equitable basis
    1. Recognizing the competitive nature of grantmaking
    2. The state shall provide assistance to small districts in developing and operating programs

c. LEA will be given complete discretion in determining how the part B funds will be divided within the requirements of this part

d. The LEA's applying for funds shall be required to submit only one application for any one fiscal year

e. Provide that the SEA shall have available for administration of the State Plan during the first year whichever is greater:
    1. 5% of the amount received, or
    2. the amount received for administration in FY-73 for those programs consolidated in this Title

During the fiscal years thereafter, the administrative funds will not exceed whichever is greater of the following:
    1. 5% of the total amount received, excluding previous Title V funds, or
    2. $225,000

f. Not less than 15 per cent of the funds received for part C shall be used for specific learning disabilities and handicapped children

g. Not more than the greater amount of the following will be used for Title V (Strengthening State Departments of Education)
    1. 15 per cent of part C funds, or
    2. The amount available for that Title in FY 73 ($355,000)

The by-pass for private school children as in Title I is also in this Title

2. Part B. Libraries and Learning Resources
    a. This part authorized programs under the combined purposes of ESEA Titles II, II (guidance and testing only) and NDEA III.

b. Funds appropriated under this part are to be used only for the same types of programs authorized under those Titles above:
   1. acquisition of library resources
   2. acquisition of equipment
   3. guidance and testing programs

3. Part C. Educational Innovation and Support
   a. This part authorizes programs under the combined purposes of ESEA Titles III (Innovations), Title V and Title VIII.
   b. Funds appropriated under this part must be used for the same type of programs authorized under those Titles.
   c. Programs supported under this part shall (except for Title V activities) involve in the planning and operation participation of persons broadly representative of the cultural and educational resources of the area served.

Special Projects Act

Purpose:
   a. to experiment with new educational and administrative methods techniques and practices;
   b. to meet special or unique educational problems or needs; and,
   c. to place special emphasis on national educational priorities

This Act combines the Cooperative Research Act with seven new categorical programs. LEA's may apply for funds under the following programs:

1. Metric Education - LEA's may apply for funds for programs designed to prepare students to use the metric system of measurement, but the SEA must be notified of the application and be given a reasonable opportunity to offer recommendations with respect to its approval. Applications must guarantee that programs funded will be administered by or under the supervision of the applicant, must provide for programs which will make a substantial contribution toward achieving the purposes described above, and must provide for program evaluation (p. 64).

2. Gifted and Talented Children - Both SEA's and LEA's may apply for grants for programs designed to meet the special educational needs of gifted and talented children. LEA's must notify SEA's of their application and time must be pro-

vided for the SEA's to offer recommendations regarding its approval. SEA's may administer programs directly or through LEA's. Funds may be used for the acquisition of instructional equipment, for training programs and for model programs and projects.

Applications must provide assurances that programs and projects are designed to meet the special educational needs of gifted and talented children and that they will be of sufficient size and quality to make substantial progress toward meeting those needs.

3. Community Schools - The Act authorizes (p.68) $15 million per year for fiscal 1976-78 for grants to SEA's and LEA's to pay the federal share of costs for community school programs and $2 million for personnel training programs. Fifty per cent of funds are to be paid to SEA's and fifty per cent to LEA's. Grants to SEA's and LEA's are to provide 80% of the cost of established programs. In addition, the Act authorizes $2 million for each fiscal year, for fiscal 1976-78, for programs to train persons to plan and operate community education programs.

   SEA's and LEA's may apply for grants for community education programs - programs in which a public building, including but not limited to public schools and community or junior colleges, is used as a community center operated in conjunction with other community organizations and local governmental agencies, to provide educational, recreational, cultural and other services in accordance with the needs and interests of the community. The Commissioner is to insure that there is an equitable geographical distribution of community education programs throughout the nation in both rural and urban areas.

   Applications must assure that local community colleges, social, recreational and health groups will be consulted and that the nonfederal share of the cost of such programs will be provided. The application must contain a description of each community education program.

4. Career Education - The Act authorizes $15 million for career education programs for each year through fiscal 1978 (p. 70).

Career education is defined as an education process designed: (1) to increase the relationship between schools and societies as a whole; (2) to provide opportunities for counseling, guidance and career development for all children; (3) to relate the subject matter of the curricula of schools to the needs of persons to function in society; (4) to extend the concept of the education process beyond the school into the area of employment and the community; (5) to foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence; (6) to make education more relevant to employment and functioning in society; and (7) to eliminate any distinction between education for vocational purposes and general or academic education (p. 69).

5. Consumer Education - Application procedures are not specified, however, the Act states it is the purpose to "provide support for the initiation and maintenance of programs in consumer education at the elementary, secondary and higher education level."

6. Women - The Commissioner is authorized (p. 71) to make grants to, and enter into contracts with, public agencies and private non-profit organizations and individuals for activities designed to achieve educational equity for women at all levels of education (preschool through adult education inclusive). The following activities are included: (1) the development, evaluation and dissemination by the applicant of curricula, textbooks and other educational materials related to educational equity; (2) preservice and inservice training for educational personnel, including guidance and counseling, with special emphasis on programs and activities designed to improve educational equity; (3) research, development, and educational activities designed to advance educational equity; (4) guidance and counseling activities, including the development of nondiscriminatory tests, designed to assure educational equity; (5) educational activities designed to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and (6) the expansion and improvement of educational programs and activities for women in vocational education, career education and educational administration. Sec. 408 (The Women's Educational

Equity Act of 1974) provides for a program of small grants (not to exceed $15,000 each) to support innovative approaches to achieving educational equity for women.

7. The Arts - no specific application procedures are included. The Act provides for a program of grants and contracts to encourage SEA's and LEA's to establish programs in which the arts are an integral part of elementary and secondary school programs. The Act authorizes not less than $750,000 per fiscal year for each year funding is available for the program. Arrangements are to be made by the Commissioner with the John F. Kennedy Center for the Performing Arts in Washington, D.C. for these programs.

Education of the Handicapped Act

1. Provides for special one year grants (FY 75) to states for the purpose of initiation, expansion and improvement of programs for handicapped children. Funds are provided at the rate of $8.75 for each child aged three to twenty one in the state.

2. The minimum per state is increased from $200,000 to $300,000

3. The Act is extended through FY 77

Emergency School Aid Act (ESAA)

1. Extended through FY 76

2. A LEA with more than 50% minority students are eligible without being required to submit districtwide integration plans

National Reading Improvement Program

1. SEA's, LEA's and non-profit educational or child care institutions are eligible applicants for reading improvement projects which stress innovative methods, systems, materials; a diagnostic approach and pre-service and in-service training.

The reading improvement projects (p. 106-108) are of two types: (1) programs for elementary school children with reading deficiencies which use innovative methods and materials; and (2) programs for pre-elementary school children which use innovative methods and materials.

2. LEA's are also eligible applicants for special emphasis projects. The special emphasis projects (p. 111-112) are of three types: (1) intensive reading improvement programs at the elementary level; (2) reading training on public television; and (3) the establishment of reading academies. The intensive reading programs include the teaching of reading by reading specialists of all first and second grade children in the school receiving project funds, and reading instruction by reading specialists for children in grades 3-6 with reading problems. An intensive vacation reading program for all children with reading problems is to be established.

   Reading specialists are defined as individuals with Master's degrees with a major specialty in reading, and three years of teaching experience which included reading instruction. If the LEA is unable to secure reading specialists for the project, reading teachers may be used, providing that they are enrolled in (or will enroll in) programs to become reading specialists. Reading teachers are defined as individuals with bachelor's degrees, with twelve credit hours or its equivalent in courses of teaching reading, and two years of teaching experience which include reading instruction. Regular elementary teachers may be substituted if they are enrolled in, or will enroll in, programs to become reading teachers.

3. No contract may be entered into without the approval of the project by the State education agency.

4. Applications for funding (p. 106-107) must include the following provisions: (1) for a program of diagnostic testing to identify pre-elementary and elementary children with reading deficiencies or conditions which can be expected to impede or prevent the child's learning to read; (2) for the planning and establishment of comprehensive reading programs; (3) for programs of reading instruction for underachieving children; (4) for preservice and inservice training programs

(see Personnel Training, Part 7); (5) for the participation of the school faculty, school board members, administration, parents and students in reading-related activities which stimulate an interest in reading and are conducive to reading improvement; (6) for parent participation in the development and implementation of the program for which assistance is sought; (7) for LEA school board participation in the development of programs; (8) for periodic testing of elementary children to determine changes in reading achievement and, for pre-elementary children, a test of reading proficienty at the end of the first grade program; (9) for the publication of test results by grade level (without identification of individual children); (10) for guaranteeing the availability of individual tests to parents and guardians; (11) for participation of children in nonpublic schools; (12) for the use of bilingual education methods; (13) for the involvement of leaders of the cultural and educational resources of the area; and (14) for the collection of information on pre-elementary children to be made available to teachers in the subsequent year in order the continuity for the individual child will not be lost.

In addition, each applicant must provide assurances (p. 107) that appropriate measures have been taken to analyze the reasons for reading deficiencies and has developed a plan setting forth specific objectives, including the goal of having the children in project schools reading at the appropriate grade level at the end of the third grade. Finally, provisions are to be made for the coordination of pre-elementary programs with the reading programs of the schools which the children involved will attend.

5. If appropriations for reading improvement projects exceed $30 million, such excess shall be distributed to the States according to their relative school-age population, except that no state is to receive less than $50,000. Such excess funds must be administered through State education agencies exclusively and those agencies must give priority in funding to already federally funded reading programs.

6. The State education agency has responsibility for oversight administration of local programs assisted with such excess funds, in order to assure compliance with the requirements of the legislation which relate to the use of such excess funds,

but actual program administration is the responsibility of the grant recipient.

7. The Commissioner is authorized to contract with local education agencies for special emphasis projects to determine the effectiveness of intensive instruction by reading specialists and reading teachers. However, no contract may be entered into without the approval of the State education agency.

8. There are authorized to be appropriated for reading training on public television $3 million for the FY ending June 30, 1975 to remain available for obligation and expenditure through the succeeding fiscal year. Eligible applicants are institutions of higher education, public and private agencies or organizations. The Commissioner must consult with the State and local educational agencies participating in projects under this Title.

9. The Commissioner is authorized to make grants to and to enter into contracts with State and local educational agencies, institutions of higher education, community organizations, and other non-profit organizations, having the capacity to furnish reading assistance and instruction to youths and adults who do not otherwise receive such assistance and instruction. Grants made under this section shall contain provisions to assure that such reading assistance and instruction will be provided in appropriate facilities known as "reading academies".

Indian Education Act

The Indian Elementary and Secondary School Assistance Act is extended through 1978. Up to 10% of the funds are to be made available to Indian controlled schools.

An annual authorization of $2 million for special training programs for training teachers of Indian children is included and a program of fellowship is also included.

Ethnic Heritage Program, Title IX

"Sec. 901. In recognition of the heterogeneous composition of the

Nation and of the fact that in a multiethnic society a greater understanding of the contributions of one's own heritage and those of one's fellow citizens can contribute to a more harmonious, patriotic, and committed populace, and in recognition of the principle that all persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group, it is the purpose of this title to provide assistance designed to afford to students opportunities to learn about the nature of their own cultural heritage, and to study the contributions of the cultural heritages of the other ethnic groups of the Nation.

"Sec. 902. The Commissioner is authorized to make grants to, and contracts with, public and private nonprofit educational agencies, institutions, and organizations to assist them in planning developing, establishing, and operating ethnic heritage studies programs, as provided in this title.

"Sec. 903. Each program assisted under this title shall -

"(1) develop curriculum materials for use in elementary and secondary schools and institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, langauge, and general culture of the group or groups with which the programs is concerned, and the contributions of that ethnic group or groups to the American heritage;

"(2) disseminate curriculum materials to permit their use in elementary and secondary schools and institutions of higher education throughout the Nation;

"(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

"(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups."

Summaries of the Indian Education Act or Johnson O'Malley instructions are not included as the district has complete information on these sources.

Eligibility for federal funds is not restricted to local educational agencies. Organizations such as ANB/ANS can apply for funds under some Titles, such as Part B of the Indian Education Act. Such requests can include funding for accountants or other qualified persons to monitor funds and submit reports. Such programs awarded to an organization other than the local educational agency can be sub-contracted to the school or operated outside the school.

FOOTNOTES

1. Statistical terms: mean is the average score, standard deviation is a measure of how scores are distributed, range is the distance from the highest to the lowest score, analysis of variance is a technique for determining whether the differences between groups sampled are probably actual differences in the populations studied or merely sampling error. Factor Analysis is a technique for analyzing patterns of intercorrelation among many variables, in this case patterns of response to items on a questionnaire. The dimensions isolated by this technique are associated with attitudes or values measured by a particular set of items, e.g., innovation or economic considerations. The same item might tap different values for different groups, for example, "to have small classes" might be associated with other items relating to "quality education" for teachers and associated with other items relating to "economic considerations" for property owners.

2. Kunkel, R., et al., *School Related Alienation: Perceptions of Secondary School Students*. ERIC ED 074092

3. Barker, R. B. (ed), *Big School-Small School: Studies of the Effects of High School Size Upon the Behavior and Experiences of Students*, University of Kansas: Midwest Psychological Field Station, 1962.

4. Coleman, J. S., et al., *Equality of Educational Opportunity*, U. S. Government Printing Office, Washington, D. C., 1966.

5. Mayeske, G., et al., *A Study of The Attitude Toward Life of Our Nation's Students*, U. S. Government Printing Office, Washington, D. C. 20402. Stock number 1780-01146, 1973.

6. Stallings, J., *Follow Through Classroom Observation Evaluation 1972-1973*, Obtainable from Dr. Jane Stallings, Stanford Research Institute, Menlo Park, California 94025.

7. Ms. Julia Vinson is available through the state Talent Bank. Ms. Joy Cunningham who is also with the Anchorage school district's Career Center has had experience in setting up a mobile unit.

8. Spindler, G., Schooling in Schonhausen, in G. Spindler (ed.), *Education and Cultural Process*, New York: Holt Rinehart and Winston, 1974.

9. Stanley, W.C. (ed.), *Compensatory Education for Children Ages Two to Eight: Recent Studies of Educational Intervention*, Baltimore, Maryland: John Hopkins University Press, 1973. $2.95 paperbound.

10. Rochester Primary Mental Health Project. Information available from Dr. E. L. Cowen, Center for Community Study, University of Rochester, Rochester, New York. Descriptive article in *New York Times*, March 30, 1975. A somewhat more technical article which appeared in *American Scientist*, November-December, 1971 is available as a reprint.

11. Simpson, E., *River Run Deep, River Run Strong: Confluence in Humanistic Education*. A report to the Public Education Division of the Ford Foundation, 1974. E. Polley at Department of Education has a preprint xerox copy.

12. Ojemann, Ralph H. et.al., *A Teaching Program in Human Behavior and Mental Health*, Cleveland, Ohio: Educational Research Council of America, 1965-1970. A series which presents appropriate material at various grade levels.

13. Todd, K., *Promoting Mental Health in the Classroom*, Department of Health, Education, and Welfare publication no. (HSM) 73-9033, 1973. Available from U.S. Government Printing Office, Washington, D.C. 20402. Stock number 1724-00286. $1.25 domestic post paid.

14. Spencer, R. et.al., *The Native Americans*, New York: Harper and Row, 1965.

15. Adapted from a summary of P. L. 938-380 prepared by the staff of the Office of Indian Education, Bureau of Indian Affairs.

APPENDICES

APPENDIX A

1) Educational Priorities Questionnaire
2) Vocational Interest Questionnaire
3) Barclay Learning Needs Assessment Inventory
4) Question 38

EDUCATIONAL PRIORITIES QUESTIONNAIRE

This questionnaire is for the purpose of determining the kinds of things you believe to be important in education. On the following pages you will find a list of activities directly or indirectly related to education. Please rate each according to how important you believe it to be in the education of the child living in the Haines area. To the right of each item you can find a rating scale as follows:

No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE			
1	2	3	4	5	6	7

The points along the scale (1, 2, 3, . . . 7) can be interpreted as follows:

1. no importance
2. very little importance
3. little importance
4. fair importance
5. great importance
6. very great importance
7. greatest importance

For each of the following items circle the number that represents your opinion as to its educational importance for the child. For example: How important is it to have experienced teachers? If you feel that experienced teachers are of the greatest importance in the education of the child, circle number 7; if you feel that experienced teachers are of very little importance in the education of the child, circle number 2, if you feel that experienced teachers are of fair importance in the education of the child, circle number 4.

Please make sure that you circle a rating for each item. Leave none of the items blank and make only one circle for each item. You should not spend more than a few seconds marking each item. If it seems difficult to make up your mind or you do not know how to judge the item make the best guess you can and go on to the next one.

Please do not write your name. Thank you.

HOW IMPORTANT IS IT . . . .

1. To have small classes? (5.47)

2. To have more tax money for education? (4.99)

3. To have a large school library? (5.39)

4. To have classes for parents on new ways in which their children are being taught? (4.3)

5. To have students take field trips to historic Tlingit places? (4.3)

6. For the school buildings to be available for community use after school and on weekends? (5.21)

7. To have teaching machines? (3.55)

8. For children to spend most of their time in school on projects of their own choice? (2.89)

9. To have reading specialists? (5.85)

10. For students to have yearly health checkups at school? (5.63)

11. To have films and television in addition to textbooks for teaching? (5.01)

12. To have older children tutoring younger children? (4.26)

13. That parents be strict in their discipline of their children? (5.82)

14. For students to take part in sports activities? (5.0)

15. For the history and culture of Native Alaskans to be taught in school? (4.83)

16. For children to have homework? (4.32)

17. That repairs and maintenance of the schools are good? (5.89)

18. For the principal to have the power to freely suspend any troublesome student? (5.16)

19. For students to finish high school in order to get a good job? (5.69)

20. That reading, writing and arithmetic be taught in school? (3.97)

21. That sex education be taught in school? (4.9)

22. To have Alaskan Native principals? (3.43)

23. That a new teacher not be given a difficult class? (3.77)

24. To have tests? (5.27)

25. That students learn about different trades, professions, and businesses to help them decide on their careers? (6.21)

26. That school administrators seek the best possible teachers by advertising widely and going 'outside' to interview candidates? (5.84)

27. That teachers be free to deal with pupils as they wish in the classroom? (4.44)

28. To have drug education programs in school? (5.75)

29. To have music and art classes? (5.61)

30. To have classes to help children get along better with others and to reduce racial prejudice? (5.02)

31. That parents speak English well? (4.02)

32. To have individual sports, which involve more students as actual participants, as well as team sports? (5.37)

33. To have full time guidance counselors? (5.57)

34. For parents to have the right to hire and fire teachers? (2.75)

35. To have modern classroom equipment? (5.24)

36. To have physical education classes? (5.85)

37. To have a school swimming pool and swimming instructions? (5.62)

38. For students who are not behaving to be removed from the classroom? (5.59)

39. For three and four year olds to be in nursery school? (3.5)

40. To have special programs in middle school and high school for students who can't read well? (6.27)

41. To have a team of teachers for one class? (3.67)

42. That children meet academic standards in order to be promoted? (5.37)

43. That parents decide on the use of school funds? (3.51)

44. To have Head Start Programs? (4.32)

45. That students be taught to use tools? (5.68)

46. To have school psychologists? (4.32)

47. That parents help children with homework? (4.88)

48. For students to take trips to places where community people work? (5.17)

49. For students to take trips to larger cities? (4.49)

50. To have separate classes for emotionally disturbed children? (4.62)

51. That local parents be employed in the schools? (4.58)

52. That teachers expect their students to be able to go on to college? (4.64)

53. For teachers to be selected by examination? (3.87)

54. To have classes in cooking and sewing? (5.61)

55. To do research to find out what problems children have in learning? (5.23)

56. For teachers to receive higher salaries? (4.87)

57. For parents to be told by educational specialists the ways they can help their children to learn? (5.42)

58. To have individualized learning programs so students can learn at their own rate? (5.03)

59. For representative professionals, businessmen, and skilled workers to visit schools and talk to students about their jobs? (5.49)

60. For school officials to insist on what they believe to be necessary for education? (4.84)

61. To have programs in school to improve student's social and emotional adjustment and raise self-esteem? (5.26)

62. To have a Tlingit language and heritage course offered as an elective in high school? (4.9)

63. For parents to have lawyers available to them who could advise them of their rights in the schools? (3.12)

64. For teachers to be paid for overtime work? (4.3)

65. For teachers to have strict discipline in their classes? (5.62)

66. To have Native Alaskan teachers in the schools? (4.23)

67. For student to learn about the history (before and after the white men came) of the Haines area? (5.01)

68. That the teacher correct the child's mistakes whenever they occur? (4.83)

69. That teachers receive training in how to work successfully with children of cultural backgrounds different from their own? (5.16)

70. That only professionals make the major school decisions? (3.51)

71. For principals to teach classes? (3.4)

72. To have speech specialists? (5.05)

73. For the school to have a well-equipped science laboratory? (5.7)

74. To have Tlingit arts and crafts (dance, weaving, legends, carving, etc.) included in the elementary school curriculum? (4.58)

75. For the school to have social events such as dances? (5.0)

		Circle One	
A.	Haines' schools are as good, or better than schools in other places?	Yes	No
B.	The teachers in this school system are, as a group, as good as one could expect them to be?	Yes	No
C.	If Tlingit language, heritage or crafts programs are offered in Haines, they should be in the school or outside school?	In	Out

PARENT EDUCATION: The school should offer, or sponsor, classes for parents on: (circle yes for classes desired)

D.	How to deal with problem teen-agers?	Yes	No
E.	Household management and consumer education?	Yes	No
F.	Early childhood education, how to help children develop in the best way physically, emotionally and intellectually from infancy on?	Yes	No
G.	How the schools are run?	Yes	No
H.	The new ways their children are being taught?	Yes	No

Q-1

Name________________________ Grade __________ ID Number ________

All of us like some jobs better than others. On this page are listed some descriptions of work you might be interested in. Look at each description and circle either yes or no. Yes means you are interested in this kind of work or would like to know more about it. No means you are not interested.

1. Repairing and servicing airplanes.
2. Forecasting the weather.
3. Working for a church or religious group (as minister, missionary, sister, etc.)
4. Checking and sorting books in a library.
5. Buying goods for a department store to sell.
6. Writing poetry or stories.
7. Salvaging treasure and other things from sunken ships.
8. Teaching 3 and 4 year olds in a nursery school.
9. Defending people on trial in court.
10. Working with trees and animals in national parks and forests.
11. Studying animals and plants.
12. Teaching high school.
13. Enforcing the laws and protecting people through police work.
14. Conducting a symphony orchestra.
15. Flying an airplane that carries people or freight.
16. Teaching elementary school.
17. Being principal of a school.
18. Installing and repairing electrical wiring and appliances.
19. Studying the stars and planets.
20. Teaching boys and girls to speak correctly.
21. Typing letters in an office.
22. Playing music in a band or orchestra.
23. Boxing or wrestling for a living.
24. Helping people choose furniture, carpeting and paint to make their homes look just right.
25. Operating a crane on a construction or building project.
26. Installing and repairing sinks, bathtubs, and other plumbing fixtures.
27. Helping airline pilots plan their course and arrive where they should.
28. Helping people who have problems.
29. Working in a bank.
30. Planning and putting on television programs.
31. Writing books.
32. Fighting fires in homes and buildings.
33. Making statues.
34. Being sent by your country to represent it in a foreign country.
35. Working on cars to repair them.
36. Doing nursing work in a hospital.
37. Trimming and polishing people's nails in a barber or beauty shop.

38. Working on a power shovel to build a road or building.
39. Training wild animals for a circus or carnival.
40. Selling goods in a store.
41. Managing a hotel or motel.
42. Carving totem poles or other things.
43. Working in a chemical laboratory.
44. Directing activities on a playground.
45. Directing a business.
46. Announcing news, weather or sports on radio.
47. Being an officer in the armed forces.
48. Doing science research.
49. Being a fisherman on a gillnetter or seiner.
50. Testing people to help them know what they are good at or like to do.
51. Working as a doctor to help sick people.
52. Racing motorcycles or cars.
53. Working in a gas station.
54. Teaching reading, writing, and spelling to children.
55. Being in charge of other people working in a factory.
56. Teaching at a college or university.
57. Working with rocks and fossils to discover oil and other minerals.
58. Selling houses and businesses for other people.
59. Writing or composing music.
60. Climbing mountains.
61. Driving a train.
62. Exploring unknown places.
63. Being a judge in court.
64. Test piloting new airplanes.
65. Driving a truck.
66. Working in a logging camp.
67. Drawing cartoons for newspapers or comic books.
68. Working in a funeral home.
69. Working in a hospital to cook or clean for the sick people.
70. Preparing paychecks and figuring how much people get paid.
71. Examining the records of banks.
72. Seating, feeding and helping passengers on airplanes.

BARCLAY LEARNING NEEDS ASSESSMENT INVENTORY

EXPLANATION:

This inventory surveys learning needs that you may be having in the school or other educational setting. The purpose of the inventory is to provide you with information about yourself in the learning situation where you take this inventory. To know about yourself, it is important not only to know how you feel about these problems, but how you compare with others in the same setting. In addition, it will help you very much to know how someone else who knows you very well judges your problems.

IF YOU TAKE THIS INVENTORY HONESTLY AS YOU FEEL, YOU WILL LEARN A GREAT DEAL ABOUT YOURSELF. After you have completed your portion of the inventory (items 1-82) someone else will rate you on some problem areas. This other person may be a friend in your class, someone who knows you well outside such as a parent or other friend, or it may be your teacher or counselor. IT IS IMPORTANT HOWEVER THAT YOUR RATER KNOW YOU VERY WELL. Who the rater will be will be determined before you take the inventory.

WHEN THE INVENTORY IS COMPLETED IT WILL BE PROCESSED BY A COMPUTER AND YOU WILL RECEIVE A REPORT BACK. This report will tell you: (1) how you scored on this inventory in terms of learning needs that often bother young people: (2) how you compare with individuals of the same sex who took this inventory at the same time in your group, and (3) how your view of your problems compares with the opinion of your rater. SUCH INFORMATION WILL HELP YOU TO UNDERSTAND WHAT KINDS OF PROBLEMS YOU HAVE IN LEARNING.

NOTE: your group may include more than your class. It may include all those individuals in your school who took the inventory at the same time. If you take this inventory all by yourself (without a class or school group) your responses will be compared to others of your age and sex who have taken it previously.

REMEMBER THAT THE RESULTS OF THIS INVENTORY WILL BE BASED ON YOUR GROUP, RATER, AND INDIVIDUAL RESPONSES ONLY.

INSTRUCTIONS:

#1. USE ONLY A #2 PENCIL.

#2. MAKE YOUR MARKS CLEARLY AND FIRMLY. IF YOU MAKE A MISTAKE BE SURE AND ERASE THE MISTAKE COMPLETELY.

#3. FILL IN THE NAME GRID. FIRST PRINT YOUR NAME IN THE BLANK SPACES AT THE TOP OF THE NAME GRID. THEN BLACKEN IN THE LETTERS THAT CORRESPOND TO YOUR NAME.

#4. FILL IN YOUR APPROPRIATE GRADE OR EDUCATION LEVEL. THIS IS FOUND IN THE BOTTOM GRID. BLACKEN THE RIGHT GRADE LEVEL ACCORDING TO THE CODE BELOW :

COLUMN 1	6 for sixth grade 7 for seventh grade 8 for eighth grade
COLUMN 2	1 for high school 9th grade 2 for high school 10th grade 3 for high school 11th grade 4 for high school 12th grade
COLUMN 3	1 for college freshman 2 for college sophomore 3 for college junior 4 for college senior
COLUMN 4	1 for graduate student 2 for all others

#5. UNDER DATE
PLACE THE MONTH, DAY AND YEAR OF YOUR BIRTH

#6. UNDER IDENTIFICATION NUMBER
PLACE THE NUMBER GIVEN TO YOU IF ONE IS ASSIGNED

#7. IN THE LAST COLUMN UNDER IDENTIFICATION NUMBER (THE ONE TO THE FAR RIGHT) IDENTIFY YOUR SEX

1 for males 2 for females

NOW CHECK YOUR MARKS AS MADE ABOVE. ARE YOU SURE YOU HAVE FILLED IN ALL OF THE INFORMATION? IF SO, YOU ARE READY TO BEGIN.

©1975, Educational Skills Development Inc. 431 South Broadway, Suite 321, Lexington, Ky. 40508

LEARNING
NEEDS ASSESSMENT
INVENTORY

INSTRUCTIONS:

Almost everyone has problems in school at one time or another. It is helpful for students and teachers to plan school activities that help to overcome problems. On the following pages you will find some problems that many students have in school. As you read over these problems decide whether you think this problem is (A) often a problem, (B) sometimes a problem, or (C) hardly ever a problem. Then make a mark on the answer sheet that tells how you feel about that problem. There are no right or wrong answers. Here is an example.

	A Often a Problem	B Sometimes a Problem	C Hardly Ever a Problem
EXAMPLE: Riding a bicycle in the rain	☐	☐	☐

Remember that **A** means you think this is often a problem. B means that you think it is a problem sometimes. C means that you hardly ever feel this is a problem. Do you have any questions? If you do, raise your hand and ask your teacher. If you understand the instructions you can start.

REMEMBER make all your marks on the ANSWER SHEET. ANSWER AS HONESTLY AS YOU CAN.

* * * * * * * * * * * * * * * * * * * *

1. Paying attention in class.
2. Answering the teacher or making an effort to answer.
3. Liking to study.
4. Asking to make up work that was not done.
5. Knowing what the teacher expects of me.
6. Being restless in class.
7. Obeying rules or teacher suggestions.
8. Respecting the ideas of others.
9. Wanting others to like me.
10. Having problems taking tests.
11. Having problems with reading.
12. Worrying about how I look.
13. Having problems with mathematics.
14. Getting along with my teacher.
15. Having problems with language.
16. Finding a part-time job.
17. Knowing how to study better.
18. Worrying about my grades.
19. Not liking school.
20. Being afraid of the future.
21. Working well alone.
22. Being afraid of teachers.
23. Being teased.
24. Being afraid of other people.
25. Picking on other people.
26. Being afraid of losing my self control.
27. Taking turns with others.
28. Knowing what things I ought to do next.
29. Completing my work when bothered by others.
30. Being unable to do things as well as others.
31. Not playing games very well.
32. Knowing how to organize time.
33. Knowing how to study better.
34. Being afraid of making mistakes.
35. Knowing how to make others like me.
36. Being afraid of groups.
37. Helping others who have problems.
38. Answering teacher questions.
39. Knowing how to finish an assignment.
40. Knowing where to go for answers to problems.

41. Taking turns in group activities.
42. Smiling at others.
43. Sharing with others.
44. Having others listen to me.
45. Being left out of things.
46. Following instructions.
47. Working on my own.
48. Spending enough time studying.
49. Thinking before I act.
50. Talking too much in class.
51. Disturbing others.
52. Saying the wrong things.
53. Doing the wrong things.
54. Giving reports before the class.
55. Being a member of a group.
56. Doing my share of the work in a group.
57. Joining in group work.
58. Being chosen for an activity by others.
59. Being restless in school.
60. Feeling tired.
61. Being picked on by others.
62. Being able to complete my school work.
63. Being able to share with others.
64. Liking to do oral reports.
65. Speaking up in class.
66. Participating while in a group activity.
67. Being afraid of tests.
68. Getting by rather than doing well in school.
69. Not getting enough sleep.
70. Feeling weak.
71. Being unable to try harder.
72. Doing as well in school as I should.
73. Knowing what other people expect me to do.
74. Saying the wrong things.
75. Listening to others.
76. Making suggestions to others.
77. Feeling I can't do things well.
78. Feeling unhappy with myself.
79. Being afraid of losing my friends.
80. Doing written work.
81. Doing my homework.
82. Working by myself.

Please choose a teacher and a fellow student to fill out a matching inventory sheet about you as explained on Page 1. Write their names clearly in the spaces provided below.

Teacher Rater ______________________________
Student Rater ______________________________

* * * * * * *

Father's occupation ________________ _____
Mother's occupation ______________________
How many years have you attended school in the Haines school district ? ____ ____ years
If you have attended other schools, please list the city (or cities) in which the other schools were located, ____

(circle one)
Alaskan Native? Yes No
Tlinget? Yes No

About how often have you traveled to other states outside Alaska? (check one). 1. Twice a year ___, 2. Once a year ___, 3. Every five years ___, 4. Never ___.

73 74757677787980
Name ___________________________ Grade __________ ID Number ☐☐☐☐☐☐☐☐

High School Questionnaire Vocational Item

38. When you finish your education, what sort of a job do you think you will have?

    a. Technical - such as draftsman, surveyor, medical or dental technician, etc.
    b. Official - such as manufacturer, officer in a large company, banker, governmental official or inspector, etc.
    c. Manager - such as sales manager, store manager, office manager, factory supervisor, etc.
    d. Semiskilled worker - such as factory machine operator, bus or cab driver, meat cutter, etc.
    e. Salesman - such as real estate or insurance salesman, factory representative, etc.
    f. Farm or ranch manager or owner.
    g. Farm worker on one or more than one farm.
    h. Workman or laborer - such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
    i. Professional - such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
    j. Skilled worker or foreman - such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
    k. Don't know.
    l. Other - ____________________

APPENDIX B

Suggestions for Curriculum Expansion

Student suggestions: Tlingit language and culture, sculpture, more art, gymnastics, more business courses, skiing in high school P. E., upholstery, plastics in shop, auto mechanics, carving, more foreign languages, more biology courses, sex education, drama, photography, archery, navigation, logic, family life, guitar, small engines, half semester courses, career education, swimming, full semester of sewing.

Teacher suggestions: Nine week courses in high school, wildlife, career education, Tlingit heritage and culture, gymnastics, drama.

Parents suggestions: more languages, Tlingit heritage, career education, geography, speech, consumer education, gymnastics, vocational education, elementary P.E., more girls' sports, programs for the gifted, drama, apprenticeship program, survival course, pilot ground school, photography, fire-science, native foods, special reading, wider selection of sports and P.E. activities, opportunities for student travel, art.

APPENDIX C

SAMPLE PLANNING CHART[1]

Objective (Column A)	Expansion of Objective (Column B)	Description of Pupil Behavior (Column C)	Methods of Evaluation (Column D)
To improve classroom performance in reading beyond usual expectations	To improve silent and oral reading speed, reading comprehension, difficulty level, and vocabulary.	Pupil reads at measurable greater rate than in pretest. (speed)	Objective test, standardized or locally made.
		Pupil understands longer sentences with increased accuracy. (comprehension)	Objective test, standardized or locally made.
		Pupil understands more difficult sentences, paragraphs, and passages. (difficulty)	Objective test.
		Pupil reads orally with increased accuracy of pronunciation, word emphasis, inflection, sounding unknown words. (oral reading.	Checklist, objective test.
	To increase interest in reading.	Pupil indicates increased preference for reading on self report checklist or rating scale. (interest)	Questionnaire, checklist, interest inventory.
		Pupil is observed by teachers to show or express increased interest in reading on teacher rated checklist of anecdotal report. (interest	Questionnaire, checklist, interest inventory.
	To improve attitudes toward books and libraries.	Pupil expresses or shows moderate or strong feelings about books or libraries. (attitude)	Rating scale, questionnaire, checklist, attitude loaded objective test.
		Pupil visits or checks out books from local library	

---

1. Adapted from: A Guide to Assessment and Evaluation Procedures, prepared by the New England Educational Assessment ESEA Title V Project, Providence, Rhode Island, 1966.

APPENDIX D

Some Resources for Alaskan Native Heritage Programs

1. Alaska Native Education Board (ANEB): 4510 International Airport Road, Anchorage, Alaska 99502: ANEB has some Tlingit culture teaching materials available, however, they should be cleared with the Parent committee before use. ANEB has expressed willingness, within the limits of their funds and staff time, to provide teacher training, assistance in writing proposals and Tlingit language instructional materials.

2. Mr. Oscar Kowagly, Indian Education Program, Anchorage Borough School District: The Anchorage Indian Education group is preparing a book on outstanding Alaskan Natives which is expected to be available in September, 1975.

3. Mr. Len Sevdy, Indian Studies Director, Juneau Borough School District: Mr. Sevdy has made curriculum suggestions available to the Indian Parent committee. A file box of curriculum guidelines is in the committee's possession. Mr. Sevdy has also offered to assist in proposal writing and to bring his people to Haines to demonstrate their program for Haines teachers.

4. Sheldon Jackson: Mr. Jeff Leer has developed Tlingit language materials for the primary grades.

5. Alaska Educational Program for Intercultural Communication (AEPIC): AEPIC has published a multi-media resource list, Cultures in the North. A copy has been sent to the Haines school district and additional copies are available from the Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska.

6. Maria Ackerman's recently published book, Tlingit Stories, is an outstanding example of currently available materials. Local Haines and Klukwan people contributed to the book and Tlingit language is integrated in the narrative.

R. Dauenhauer
January 17, 1975
Alaska Native Education Board
Anchorage, Alaska

Narrative

Response to Section 186.12b - Program designed to meet specific educational needs.

The program is based on a systematic introduction to the Tlingit language in which the language component is coordinated at all points with Tlingit culture and folklore.

If the program is designed around language, other aspects of culture fall into place as topics of discussion and study, but if the program is organized around arts and crafts, the language development will not fall into place.

Each instructional unit will be based on a dialog designed to allow students to handle a specific cultural situation, and on a series of drills which help students predict new sentences based on models they have memorized.

To aid in active participation in and mastery and application of language and cultural skills, one goal of the language and cultural program will be a student organized potlatch. A potlatch is a practical goal for several reasons. First, potlatching is very frequent in Haines and Kluckwan; second, it is not understood by the younger generation, and finally it incorporates language arts such as oratory with singing, dancing, costume, food, knowledge of social structure, and Tlingit diplomacy. All skills would be actively applied in one context of the living contemporary community.

This approach emphasizes the context, function, and interaction of all aspects of the cultural heritage: language, kinship, clan crest design and execution, singing, dancing, oratory, etc. As the student learns the language, he will begin to learn the concepts it reflects.

We must stress again that our goal is not to reconstruct a by-gone culture but to introduce the students to the living culture heritage patterns of the older generation, and to help the students find themselves within the contemporary culture and society.